This course will focus on the history of Egypt and Sudan in the long 19th Century, with a particular emphasis on Ottoman and European colonialism and their entailments. The readings are chosen to expose students to a range of recent historical scholarship on the topic, in addition to some primary sources. We will also read two post-colonial novels, one related to Sudan, and the other to Egypt. This will allow us to discuss how colonial themes transcend historical periodization, and how a novel can function as a text that tells us something about the past. This is a 400-level seminar and therefore not an introduction. Students are expected to have already taken a survey course on the history of the Middle East or the Islamic World. There is also a lot of reading for the class, including whole books (although where the book is long I have ensured that you have two weeks to read it rather than just one week). You will be expected to read carefully and to offer precise and thoughtful comments.

Requirements and Evaluation

The grade will be calculated according to the following criteria: class participation (25%); student presentations (15%); 4-page analysis of primary source (15%); final 20-page research paper (45%). Several students each week will be required to come to class with prepared questions designed to initiate discussion. A four-page prospectus of the research paper will be due on November 10 at 9:00am. All students should plan to meet with me by the middle of October to discuss research-paper topics. The final three weeks of class will be devoted to student presentations on their research papers and peer critiques. The paper is due in my box in the Institute of Islamic Studies on December 1 at 3:00pm.

Research paper: this class is an advanced undergraduate seminar, and as such you are expected to write a research paper that uses at least some primary sources or which examines historiographical trends. (The paper should be 20 double-spaced pages, including bibliography).

Examples of these two approaches might be:

1) A paper on how American missionaries in Egypt cast their project of bringing “civilization” to the region (primary source).

2) A paper on how academic histories of British colonialism in the Sudan have changed
in the last 50 years (historiography).

The point is to write a research paper that is more than just a collation of material gleaned from secondary sources. If you are not sure what this means, come and see me early in the semester and I can give you an example of such a paper. I am prepared to be flexible about your choice of topic, as long as it is related in some way to the history of either Egypt or Sudan. We will also be discussing what I expect from the research paper and the research paper prospectus in class time.

**Primary source analysis:** You will be expected to write a 4-page primary source analysis (due in class on October 16). I will hand out the text of the primary source in class the week before. We will be discussing what I mean by a primary source analysis in class time.

**Questions:** You should take preparing the questions for class seriously. It is not easy to ask a good question that promotes an interesting discussion. I will be writing your questions up on a screen at the beginning of class, so make sure your questions make sense!

**Readings**

The below books are available for purchase at Paragraphe, and on reserve in the Islamic Studies Library. All other readings will be on MyCourses.


**Schedule**

**Week 1 (Sep 4):**

Introduction
Week 2 (Sep 11):

Class cancelled [I have just received a summons to take the Canadian oath of citizenship at exactly the same time as class on September 11. This is something that is impossible to reschedule]

Week 3 (Sep 18):


Week 4 (Sep 25):


Week 5 (Oct 2):


Week 6 (Oct 9):


Week 7 (Oct 16):


[4-page primary source analysis due this week. The text will have been distributed in class the week before]

Week 8 (Oct 23):

**Library Orientation.** This is an orientation run by the librarians at the Institute for Islamic Studies, and specifically tailored to help you find sources for your research paper for this class. Attendance is mandatory.

Week 9 (Oct 30):

Week 10 (Nov 6):


Weeks 11, 12, 13 (Nov 13, 20 & 27):

Paper Presentations

[Structure to be discussed in class]

Please read the below statement on academic integrity and be sure to go to the McGill webpage on academic integrity (url listed below)

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see www.mcgill.ca/integrity for more information). L’université McGill attache une haute importance à l’honnêté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).