The Modern Iran
State, Religion and Revolution, 1796-to the Present

This course/seminar examines the making of modern Iran from the inception of the Qajar dynasty (1796) to our own time. We will trace the impact of the long history of Iran over its modern development and study the state structure of Iran from an ethno-tribal monarchy of the Qajar period to a modern theocratic state through internal and international wars, civil wars, coups, revolutions, and reforms. In our examination of Iranian history, the Islamization of the Iranian political and cultural sphere during and in the aftermath of the 1979 revolution is explored as a puzzle rather than the expected logical development of Iranian political processes. To shed light on this puzzle we will read the history backward by asking critical questions about almost every turn of Iranian history. Why does Iran have such an eventful history? What forces have been involved, and what role did they play in these events? How were these forces themselves transformed by historical process? Why did the Constitutional Revolution of 1905-1909 not achieve a durable constitutional regime? Why did the Pahlavi dynasty (1925-1979), despite its immense military power, turn out to be a fragile state? Why did the Iranian Revolution of 1979 become an Islamic one? What might a republican theocratic regime actually mean? Has the Iranian revolution of 1979 ended? Are we moving away from a theocratic regime in Iran? In what direction are Iran’s political future and its Islamic state moving now? What is the future of democracy in Iran? What is the position of Iran in the turbulent Middle East and the evolving international order?

This research-oriented seminar prepares students for the upcoming 11th Annual Students Conference on World Peace at Loyola in Spring 2019 (April 8-12). The course is a part of Middle East Peace Studies minor, and trains students as public intellectuals.

Expected Student Learning Outcomes:

• Students will be able show their capacity for intellectual and spiritual growth by becoming familiarized with modern developments of a country with ancient history strategically located in a volatile region from a global and multi-disciplinary perspective.

• Students will be knowledgeable of history of interaction of state (politics) and religion in long durée and could trace the principal forces of change that have shaped, religious, cultural, intellectual, and political imaginations of Iranians.

• Students will be able to make informed analytical arguments by making sense of the changing nature of the society, its religious outlooks, cultural norms and political rule, and will better understand the complexities of the today’s world.
Students will show proficiency in reading some important academic monographs and will develop skills in research by presenting written and oral historical argumentations.

Classes:

Tuesday, January 8

**Introduction**
What are we studying?
What will be the focus?
How do we study it?

Thursday, January 10

**Persia: Memory and Idea, Place, and Western Imaginations**
Axworthy (pp. 1-5). Garthwaite (pp. 1-22), Ansari (pp. 8-20)
[Blackboard*]

Tuesday, January 15

**Early Modern Iran to 1800**
Daniel (pp. 81-96), [Blackboard*] Keddie (pp.1-21),

Thursday, January 17

**The Qajars**
Abrahamian (2008, pp. xxvii-33) [Blackboard*],
Keddie (pp. 22-36)

Tuesday, January 22

**The Qajar’s Political Rule**
Keddie (pp. 37-57),
Moazami (2013, pp. xi-29)

Thursday, January 24

**The Qajar’s Religious Sphere**
Moazami (2013, pp. 53 – 76)

Tuesday, January 29

**The Babi Movement**
Amanat (109-153) [Blackboard*]

Thursday, January 31

**Women of the Qajar Period**
Beck, Lois and Guity Nashat (pp 1-20, 37-84) [Blackboard*]

Tuesday, February 5

**The Constitutional Revolution and the Ulama**
Keddie (2003, pp. 58-72),
Moazami (2013, pp. 77-91)

Thursday, February 7

**The Constitutional Revolution and the Pahlavi Regime**
Abrahamian (2008, pp. 34-62)

*HOW TO WRITE A PAPER OR A PROPOSAL – A handout*

Tuesday, February 12

**Iran’s New State**
Abrahamian (2008, pp. 63-96)
Thursday, February 14

**The Pahlavi State - A Buffer State**
Moazami (2013, pp 31-52)

Tuesday, February 19

**The Pahlavi State and Religion**
Moazami (2013, pp. 93-113),

**THE PROPOSAL FOR FINAL PAPER DUE**

Thursday, February 21

**Reza Shah’ State and Women**
TBA [Blackboard*]

Tuesday, February 26

*The Mid-Term Exam – Bring Blue or Green book(s)*

Thursday, February 28

**The Second Pahlavi – An Embattled Monarchy**
Keddie (2003, pp. 105-123)

Tuesday, March 5

**Mardi Gras – No Classes**

Thursday, March 7

**Mardi Gras – No Classes**

Tuesday, March 12

**The Intellectuals of 1941-1953, Abrahamian (1982, pp. 281-325) [Blackboard*]**

Thursday, March 14

**The Anti-Mossadegh Intrigue and the CIA Coup (possible guest lecturer),**
Kinzer (2003, pp. 119-228) + Selected readings about the recent documents- to be emailed.

Tuesday, March 19

**From Reforms to Royal Dictatorship**

Thursday, March 21

**Persian New Year – No classes**

Tuesday, March 26

**The Secular and Religious trends**
Keddie (2003, pp. 171-213)

*FIRST DRAFTS OF PAPERS DUE*

Thursday, March 28

**The Islamization of the Revolution**
Moazami (2013, pp. 117-134)

Tuesday, April 2

**Reflection on the Islamic Revolution**
Abrahamian (1982, pp. 530-537) [Blackboard*],
Thursday, April 4

**The Iranian Constitution and the Post 1979 Society**
Abrahamian (2008, pp. 97-122)
http://www.iranonline.com/iran/iran-info/Government/constitution.html

Tuesday, April 9

**The Iranian Reformist Movement**
Kamrava (2003, pp. 102-112), [Blackboard*]

**THE 11TH ANNUAL STUDENTS PEACE CONFERENCE (APRIL 8-12)**

Thursday, April 11

**The Green Movement**
Nabavi. ed. (2012, 39-78), [Blackboard*], TBA

**THE 11TH ANNUAL STUDENTS PEACE CONFERENCE (APRIL 8-12)**

Tuesday, April 16

**Easter Holidays – No Classes**

Thursday, April 18

**Easter Holidays – No Classes**

Tuesday, April 23

**The Nuclear Deal**
(TBA) [Blackboard*]

**FINAL PAPER DUE**

Thursday, April 25

**Iran, Trump Presidency and the larger Middle East**
(TBA), [Blackboard*]

Tuesday, April 30

**Rethinking the Post-1979 Revolution**
Moazami (2013, pp. 135-154), TBA

Thursday, May 2

**Rethinking about the course**

&

**Review for the Final-Exam**

Tuesday May 7

**Final Exam: (May 7, 2-4 pm)**

**Bring Blue or Green book(s)**

**Readings:**
The students are required to have the following books:


Kinzer, Stephen. 2003. *All the Shah's Men: An American Coup and the Roots of Middle East Terror.* Hoboken: Wiley (A Digital Copy will be available on Blackboard)


Other readings will be chosen either from the following books or Journals available through the course blackboard. They will be indicated by [Blackboard*] in the schedule below.

**Books:**


**Journals:**


Requirements and grading:

*Research proposal for the final paper—15 points*

A research proposal will be due on **February 19**. It should not be more than three pages long and should contain a preliminary bibliography and a clear research agenda. Any topic related to the course may be chosen for research with the instructor’s approval. A guide for writing the research proposal and the final paper will be distributed on **February 7**.

*The final paper—25 points*

The final paper should not exceed 12 pages (double-spaced, including full bibliography) is due **April 23**. The first draft due **March 26**.

*Presentation and participation in class discussions—10 points*

Each student is responsible for presenting a part of the readings with questions (written and oral) for class discussions at least once. The presentation and readings should be drawn basically from the session’s readings but not limited to them. The questions should be specific and designed to invoke general discussions (no questions about date and events). These questions, including your name, should be handed to me at the end of each session. I highly recommend use of power point and use of relevant primary sources.

*Mid-Term exam—25 points*

The mid-term exam will consist of four long essay questions based on the readings, lectures and class discussions. The mid-term exam will take place on **February 26**. Students should bring **green or blue books** to the class.

*Final exam—25 points*

The final exam will consist of four long essay questions based on **ALL** the readings, lectures and classes discussions after the mid-term. It will take place on **May 7 (2-4 pm)**. Students should bring **green or blue books** to the class.

*Extra Credits—5 points:*

Throughout the semester you could earn a one time **extra 5 points** by writing a two-page paper or project on a related topic. It could be a review of a film, an exhibition, a book, or report of a relevant conference, events with my prior approval). This extra writing assignment should be reflective of your ability to reflect, to report and to write clearly.

To earn the extra 5 pts., you should attend the event or watch the movie or read the book and write a report addressing the following:

1. What did you learn from the event?
2. What is your personal opinion of the topic?
3. Did you enjoy it and why? Or did you not enjoy the event and why?
This extra writing assignment should be reflective of your ability to reflect, to report and to write clearly.

**Grading Scale:**

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<thead>
<tr>
<th>Grade Range</th>
<th>Grade Letter</th>
<th>Points</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>4.00</td>
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<tr>
<td>90-93</td>
<td>A-</td>
<td>3.70</td>
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<tr>
<td>86-89</td>
<td>B+</td>
<td>3.30</td>
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<tr>
<td>83-85</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
<td>2.70</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>59 and below</td>
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**Notice to Students with Disabilities:**

If you have a disability and wish to receive accommodations, please contact the Office of Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

**Where to Find Help with your Writing:**

The WAC workshops are intended to help you with drafts of your assignments and essays (Marquette Hall 112). They are extremely helpful, and an excellent resource for students of all writing levels. Writing Across the Curriculum assists students writing in any discipline and at any stage of the writing process—from brainstorming to revising. Students whose first language is not English, in particular, should plan to take first drafts of all their assignments to the WAC workshops. No appointments are necessary. Visit the WAC web at [www.loyno.edu/wac](http://www.loyno.edu/wac).

In case of Emergency:

- At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:
  1. Practice signing on for each course through Blackboard.
  2. Provide regular and alternative e-mail address and phone contact information to each instructor.

- In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
  3. Pack textbooks, assignments, syllabi and any other needed materials for each course ad bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.

5. Complete any reading and/or writing assignments given by professors before emergency began.

- Assuming a power source is available....

6. Log on to university Web site within 48 hours of an evacuation/suspension.

7. Monitor the main university site (www.loyno.edu) for general information.

8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.

9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)

10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: [http://academicaffairs.loyno.edu/students-emergency-responsibilities](http://academicaffairs.loyno.edu/students-emergency-responsibilities)

In the event of a hurricane evacuation, I will post announcements and assignments to Blackboard. Please note my alternative e-mail account: bm47@nyu.edu. Please take your textbooks and any assignments you are working on with you when you evacuate. And stay in touch!

**Revision of the Syllabus:**

I reserve the right to revise this syllabus at any point once this course is in progress. I will inform students of any changes as soon as possible.

**Plagiarism**—the use of another person’s ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”

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For more information on plagiarism and how to avoid it, go to:
http://www.indiana.edu/~wts/wts/plagiarism.html

Excellent Online Reference Materials

http://www.bartleby.com/strunk/ (Unlimited access to the information and book on the web)

Research It  (Almost everything)

Onelook  (dictionaries, specialized and general)
Roget's Internet Thesaurus
Information Please Almanac
Cambridge Biographical Encyclopedia

http://vlib.iue.it/history/index.html  (WWW-VL History Central – Catalogue – European University Institute, Florence, Italy)
http://chnm.gmu.edu/worldhistorysources/whtmfinding.php  (A guide to one of the best online primary source archives in world history)
http://chnm.gmu.edu/worldhistorysources/framingessay1.html  (How to use primary sources via the internet)
http://www.fordham.edu/halsall/index.html  The Internet History Sourcebooks are collections of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use.

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Academic Web Links on Iran

www.iranicaonline.org/  (The Encyclopedia Iranica is the most comprehensive research tool dedicated to the study of Iranian civilization)

http://wwwiranianstudies.com/  (Journal of the International Society for Iranian Studies)

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Interesting Web Links on the Middle East

http://www.albany.edu/history/middle-east/ (a comprehensive site with interesting links)
http://www.nmhschool.org/tthornton/mehistorydatabase/mideastindex.htm  (easily accessible and informative resource with link to daily news and analysis)
A wonderful list of internet resources (including useful introductions) for Islamic Studies, compiled by Dr. Alan Godlas, Associate Professor of Islam, Department of Religion, The University of Georgia:
http://www.uga.edu/islam/history.html
Historical maps of Muslim-ruled lands:
http://ccat.sas.upenn.edu/~bvon/pages/maps.html
http://palestine-studies.org/final/en/  (The most comprehensive link for Palestinian Studies)
http://www.1001sites.com (daily English translations of ME press)
http://www3.haaretz.co.il/eng (Ha’aretz, the leading Daily Israeli’s English newspaper)
http://almashriq.hiof.no (covers most Arab countries, and includes good maps)
http://gulf2000.columbia.edu (devoted to Persian Gulf countries)
http://merip.org (maintained by Middle East Report)
http://assr.org (Arab Social Science Research)
http://ahram.org.eg/weekly (weekly English edition of al Ahram newspaper--Egypt)
http://menic.utexas.edu/menic.html (Univ. of Texas-Austin--with great links)
http://www.fas.harvard.edu/~mideast (great links)
http://www.arab.net (comprehensive links to information on the ME)
http://www.aljazeera.com (English website of Al Jazzeeerah Broadcasting)
http://www.iraqbodycount.net (on the Iraqi’s war casualties)
http://www.war-times.org/ (Bringing a race, class, and gender perspective to issues of war and peace)