



The University of Western Ontario  
**HISTORY 9601A**  
**THE MIDDLE EAST AND THE GREAT DIVERGENCE:**  
**HISTORICAL ROOTS OF UNDERDEVELOPMENT**  
**Fall/Winter 2018-19**  
**Monday 1:30-3:30PM**

**Instructor: Maya Shatzmiller**

Office Hours: upon request  
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**Course Description:**

The 'Great Divergence' is a slogan used by economic historians to refer to the gap in living standards that opened between the West and the 'Rest', other parts of the world. The gap was noticeable beginning with the Industrial Revolution, in the nineteenth century and continued to grow, represented by little or no economic development, undemocratic political institutions and segregated society. The national states in the modern Middle East are at the bottom of the scale and in spite efforts to reverse the trend continue to sink further below. The current underdevelopment of the Middle East has given rise to an extensive literature exploring the roots and causes of the 'Great Divergence'. The fact that it stands in contrast cultural, economic and social achievements of the medieval period, raises the question of whether the fault resides with these medieval institutions and the inability to promote continuous growth and development. The course will investigate these questions with the help of the scholarly literature and will develop its own approach and analysis of the crisis.

**Course Syllabus:**

The objective of the course is: select, understand and pass judgement on the criteria used in measuring the social, political and economic development and whether and how could history explain them. The content of the course aims to provide knowledge of the economic and social history of the modern Middle East upon which further study could be achieved. In a way of preparation students are expected to prepare the readings, to apply economic theory to the empirical evidence, and to critique approaches and conclusions reached so far and advance their own or new ones. The course is divided into three sections, each covering a chronological period: In the first section, students read and discuss literature defining economic, social, political deficiencies in the **contemporary** Middle East. In the second, they discuss the various factors for the historical decline of the Middle East as suggested by the main strands of the literature. In the third section, students discuss and compare the economic performance of the **early** Islamic Middle East and the economic development of the region in the 19<sup>th</sup> and the 20<sup>th</sup> centuries. The goal is to develop new original thinking on the issue of the historical roots of the current conditions of the Middle East.

Students are expected to read the material assigned for each meeting and to prepare present in class an analytical presentation using Power Point. Students will also write a final research paper on subject of their choice selected in consultation with the instructor and present to the class a progress report in Power Point analytical presentation.

Students are expected to attend all classes, participate in class discussions of the reading material, and critique the presentations.

### **Course Materials:**

Articles and book chapters will be available on OWL and on the library course reading website.

### **TEXTBOOKS**

Roger Owen and Sevket Pamuk, *A History of the Middle East economies in the Twentieth Century*, Harvard University Press, 1999. For purchase at the bookstore

Roger Owen, *The Middle East in the World Economy 1800-1914*, (I. B, Tauris, 1981) reprinted 2009. On the reserve shelf.

Issawi, Charles, Ph. *An economic history of the Middle East and North Africa*, Columbia University Press, 1982. Available **on line** and for purchase at the books store

### **Methods of Evaluation:**

Final grade in this graduate course is a combination of the student's performance in class and research. Student performance will be evaluated based on oral and written assignments. Oral assignments include reporting and analyzing the significance of the historical information included in the reading material. Each student is responsible for analytical Power Point presentation of several of the readings in class. The written assignment consists of a research paper presented according to the standards of the historical discipline on subject of their choice selected in consultation with the instructor. Paper due about a month after the end of term, unless another date is determined by the Graduate Chair. Students are expected to attend every class, participate in class discussions of the material, and provide feedback on presentations. Exceptions will only be granted in extreme situations. The quality of the research is the larger component of the grade but the instructor is very supportive. Each student will meet with the instructor during the term as many times as needed to discuss the progress of their research. The final paper may be between 20 pages to 40 pages double spaced, as deemed appropriate by the student.

Attendance and participation in class discussions is calculated as 40% of the grade and the research paper as 60%.

### **Course Schedule and Readings:**

#### **1. INTRODUCTION, COURSE STRUCTURE, ASSIGNMENTS, GENERAL HISTORICAL SURVEY, POLITICAL CONDITIONS, DEBATE TRENDS.**

#### **2. ECONOMIC GROWTH AND THE 'GREAT DIVERGENCE'. THE ELEMENTS OF THE DEBATE**

##### **a. What is economic growth?**

Elhanan Helpman, *The Mystery of Economic Growth*. (2004), pp. 1-33 and 111-142

##### **b. What is the 'Great Divergence'?**

[https://en.wikipedia.org/wiki/Great\\_Divergence](https://en.wikipedia.org/wiki/Great_Divergence)

##### **c. Why did growth occur in the West and not in the rest?**

Allen, Robert (2001), "The Great Divergence in European Wages and Prices from the Middle Ages to the First World War" (PDF), *Explorations in Economic History*, **38**: 411–447, doi:10.1006/exeh.2001.077

3. **WHERE IS THE MIDDLE EAST TODAY? UNDERSTANDING THE MIDDLE EAST ‘DEFICITS’: EVIDENCE FROM THE ARAB HUMAN DEVELOPMENT REPORTS**

The AHDR 2002, 2003, 2004, 2005, 2009 on constitutional, legal, political, and social flaws and constraints on freedom that impede good governance in the Arab region

[http://hdr.undp.org/sites/default/files/rbas\\_ahdr2002\\_en.pdf](http://hdr.undp.org/sites/default/files/rbas_ahdr2002_en.pdf)

Creating opportunities

[http://hdr.undp.org/sites/default/files/rbas\\_ahdr2003\\_en.pdf](http://hdr.undp.org/sites/default/files/rbas_ahdr2003_en.pdf)

Governance

[http://hdr.undp.org/sites/default/files/rbas\\_ahdr2005\\_en.pdf](http://hdr.undp.org/sites/default/files/rbas_ahdr2005_en.pdf)

Women

[http://www.undp.org/content/undp/en/home/librarypage/hdr/arab\\_human\\_developmentreport2009.html](http://www.undp.org/content/undp/en/home/librarypage/hdr/arab_human_developmentreport2009.html)

Human security

<http://www.realinstitutoelcano.org/wps/wcm/connect/cbbdc892-a0bc-4846-b780-69fdb635b555/ArabHDR2016-Executive-Summary-UNDP.pdf?MOD=AJPERES&CACHEID=cbbdc892-a0bc-4846-b780-69fdb635b555>

Youth

4. **Reports: Political participation, Gender inequality, Economic vulnerability, healthcare and illiteracy**

5. **THE BLAME GAME**

Timur Kuran, (2011), *The Long Divergence. How Islamic Law held back the Middle East* (Princeton, Princeton University Press, pp. 4-41

Jared Rubin, (2017), *Rulers, Religion, & Riches. Why the West got rich and the Middle East did not*, Cambridge, Cambridge University Press.1-24

Eric Chaney, “Religion and the rise and fall of Islamic Science”. (On Chaney’s site)

Eric Chaney, “Revolt on the Nile: Economic shocks, religion, and political power” *Econometrica* 2013. 81(5) 2033-2053 (and On Chaney’s site)

Timur Kuran, “Islam and economic performance: Historical and Contemporary links” *Journal of Economic Literature*, vol. 56(2018): (On OWL)

Owen, Introduction, pp. 1-10

6. **Discussion and Reports: Islam. Islamic law. Religious elites.**

**7. BACK TO EVIDENCE: THE MIDDLE EAST ECONOMY IN THE 19<sup>TH</sup> CENTURY.  
EVALUATING THE ECONOMIC CHANGE IN THE 19<sup>TH</sup> CENTURY**

Sevket Pamuk, "Estimating economic growth in the Middle East since 1820." in *The journal of Economic History*, vol. 66, 2006 pp. 809-28.

Owen, Ch. 1, pp. 24-56

Owen, Ch. 2, 'The economic consequences of the age of reforms, 1800-1850' pp. 57-82

The effect of the reforms

**8. THE EXPANSION OF TRADE WITH EUROPE AND CONSEQUENCES. EUROPEAN  
PENETRATION AND FINANCIAL CONTROL**

Owen, Ch. 3, pp. 83-19

Owen, Ch. 4, pp. 100-116

Owen, Ch. 5, pp.122-148

Issawi, Ch. 2

Issawi, Ch. 4

**9. CHANGING PATTERNS OF PRODUCTION AND INDUSTRIALIZATION**

Issawi, Ch. 3

Issawi, Ch. 7

Issawi, Ch. 8

Owen and Pamuk, 91-149.

Richards and Waterbury, *A Political Economy of the Middle East*, Ch. 4: The Impact of Rapid Population Growth.

**10. INVESTMENT AND MIGRATION, POLITICAL INSTITUTIONS**

Issawi, Ch. 5

Issawi, Ch. 6

Issawi, Ch. 9

S. Pamuk, "Institutional change and economic development in the Middle East," *Cambridge History of Capitalism* vol. 1

Richards and Waterbury, *A Political Economy of the Middle East*, Ch. 11: Political Regimes.

**11. OIL EXPORTING ECONOMIES**

Isawi, Ch. 10

Owen and Pamuk, pp. 202-228

Richards and Waterbury, Ch. 15: Regionalism, Labor migration and the future of the oil economies.

**12. GLOBALIZATION AND ITS IMPACT**

Robert C. Allen, *Global Economic History: A very short introduction*, pp. 1-39.

S. Pamuk and J. G. Williamson, "Ottoman de-industrialization, 1800-1913: Assessing the magnitude, impact and response, *Economic History Review* 64(2011), pp. 159-84.

## **Additional Statements**

### ***Academic Offences:***

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Plagiarism:***

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### ***Scholastic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).