History 250

Spring 2017

**US Relations with the Middle East and North Africa**

Place: UNIV 219

Day and Time: Tuesday/Thursday, 3 pm - 4:15 pm

Instructor: Professor Holden

Office: UNIV 127

Office Hours: By Appointment

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Since 9/11, the US has engaged in military interventions in Iraq, Afghanistan and Libya. With the rise of ISIS and the civil war in Syria, it is imperative to understand the history of the US in this region. As I write this paragraph, Secretary of State John Kerry has just condemned new Israeli settlements in East Jerusalem and the West Bank, while the President-Elect condemned his speech. In short, the US is intimately involved in the affairs of the Middle East and North Africa, perhaps more than at any other time in its history. Focusing on the interconnections between politics and culture, this course surveys American policy toward the Arab-Islamic world since the country’s foundation. In doing so, it provides students with the background needed to understand the decisions of American leaders both in the past and in the present. This course responds to the following questions: Why has the US focused considerable attention on the Middle East and North Africa world since its earliest days, the New Republic (1789-1815)? How has US foreign policy toward the Middle East and North Africa evolved over time? What role has the US played in shaping history in the Arab-Islamic world? Ultimately, students will reflect on continuity and change in US foreign policy toward this key region.

Course Materials:

There are four books used in their entirety in this course, and they may be purchased at bookstores serving Purdue University:

1. Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East since 1945* (Washington, DC: Potomac Books, 2005.

2. William Ray, The Horrors of Slavery or, the American Tars in Tripoli, ed. by Hester Blum (1808, reprint; Rutgers University Press, 2008).

3. Kermit Roosevelt, , *War in the Garden of Eden* (1919, reprint; Leopold Classic Library 2016).  [Also a free kindle download]

4. Donovan Campbell, *Joker One: A Marine Platoon's Story of Courage, Leadership and Brotherhood* (Random House, 2010).

Assigned readings not in these books will be emailed as pdf.

Course Evaluation will be based on the following:

Take Home Exam #1 15%

Take Home Exam #2 15%

Book Review #1 25%

Book Review #2 25%

Attendance and Participation 20%

There will be two ***take home*** ***exams*** for this class. These exams will consist of short answer IDs. I will provide you with a review sheet with a list of potential terms one week before the exam date. By taking these exams, I will evaluate your ability to learn basic events and to contextualize them it within their historical era. I will not accept a late exam (grade = 0) *unless you have previously emailed and received permission to hand in an exam at a later time.*

This class requires ***two analytical book reviews***. The reviews are to be between two and three pages (not more, not less). The reviews are focused on two of the three memoirs of Americans written during a period of war: William Ray, *The Horrors of Slavery* (Barbary Wars), Kermit Roosevelt, *War in the Garden of Eden* (World War I, or Donovan Campbell, *Joker One: A Marine Platoon's Story of Courage, Leadership and Brotherhood* (your choice). You must write these papers in 12-point type-face, double-spaced, with one inch margins. Book reviews may be emailed as an attachment, but this must be done by the time of day it is due. You will be penalized five points for each day the book review is late. We will spend one entire class discussing the substance of each book, ideas for the analysis, and the guidelines—handed out in timely fasion before first book is to be discussed—for a review. The purpose of these analytic reviews is to familiarize you with the excavation of primary sources, or the material generated at the time of an event, and also to help you to hone your skills of analysis and writing.

***Attendance*** ***and participation*** are critical components of your final grade. I will take attendance regularly, perhaps every session. Further, I will also devote some of our class time to discussion. I believe that a good college education should foster skills of verbal communication in graduates! The class discussions provide students with an opportunity to talk about specific issues and to raise questions about them. And so, students will be expected to come to class prepared to discuss a designated topic and will be evaluated according to their participation in conversation.

*As hammered out by the Office of the Provost: Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible…For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.*

Other Policies

Purdue University is committed to accommodating students with disabilities. However, any academic accommodation must be arranged for BY THE STUDENT through Purdue’s Disability Resource Center (https://www.purdue.edu/studentsuccess/specialized/drc/). I cannot make accommodations without a DRC accommodation letter.

***Plagiarism will not be tolerated at Purdue University:*** Plagiarism is a crime, and students can be expelled for turning in a paper that they did not write. Copying a person’s work verbatim is not the only form of plagiarism. In some cases, plagiarism involves paraphrasing the idea of another without a footnote or the repetition of another author’s phrasing. Students are advised to consult Purdue University’s Guide to Academic Integrity for guidelines at: <http://www.purdue.edu/ODOS/osrr/integrity.htm>. Plagiarized work will receive a 0, and the professor reserves the right to forward the case to the administration.

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue’s Nondiscrimination policy for more information: [http://www.purdue.edu/purdue/ea\_eou\_statement.html](https://owa.purdue.edu/owa/redir.aspx?C=_61K18I7n0-WLEQXLEGsUXie_XlR49AIRPHmKZiKJQeOJu-dFTPJvSlJo4o9TYTZt19uyTxaROQ.&URL=http%3a%2f%2fwww.purdue.edu%2fpurdue%2fea_eou_statement.html).

In the event of a major campus emergency, the requirements, deadlines and grading policies set down on this syllabus are subject to changes required by a revised semester calendar. Any changes will be posted, once the course resumes, on Blackboard. It may also be obtained by contacting the instructor via email.

**January 10 (Tu) Introduction**

**January 12 (Th) What Is the “Middle East”?**

Class Preparations

Roger Adelson, “British and U.S. Use and Misuse of the Term “Middle East,” in *Is There a Middle East?: The Evolution of a Geopolitical Concept*, ed. Michael E. Bonine, Abbas Amanat, and Michael Ezekiel Gasper (Stanford University Press, 2012), 36-55.

**January 17 (Tu) US Interests and Values, An Overview**

Class Preparations

Keith Shimko, “Interests,” in *The Foreign Policy Puzzle: Interests, Threats, and Tools* (Oxford University Press, 2017), 25-51.

**January 19 (Th) The Barbary Wars (1801-1805, 1815)**

Class Preparations

Robert J. Allison, “Americans and the Muslim World—First Encounters,” in *The Middle East and the United States: History, Politics and Ideologies*, 5th ed., David W. Lesch and Mark L. Haas (Westview Press, 2014), 297-308.

Joseph Wheelan, “Prologue,” in *Jefferson’s War: America’s First War on Terror, 1801-1805* (Carroll and Graf Publishers, 2003), xvii-xxvi.

C. Hitchens, “To the Shores of Tripoli,” *Time Magazine* (See [http://www.time.com/time/magazine/article/0,9171,994562-1,00.html](http://www.time.com/time/magazine/article/0%2C9171%2C994562-1%2C00.html))

**January 24 (Tu) William Eaton and the Politics of Memory**

 --Film, “The Battle of Tripoli” (2004)

Class Preparations

William Ray, *The Horrors of Slavery*, ix-xxix

**January 26 (Th) Amn. Orientalism, Perceptions and Politics**

 --Start Film, “Valentino’s Ghost” (2013)

**January 31 (Tu) Amn. Orientalism, Perceptions and Politics**

 --End Film, “Valentino’s Ghost” (2013)

**February 2 (Th) A Captive in North Africa, Part 1**

Class Preparations

William Ray, *The Horrors of Slavery* (1819), entire book!

**February 7 (Tu) A Captive in North Africa, Part 2**

**February 9 (Th) Morocco, and Its Status during US Civil War**

 --Guest Lecture, Graham H. Cornwell

Class Preparations

Graham H. Cornwell will circulate a working paper by 2 February.

**February 14 (Tu) Ventures to the Holy Land, in Fact & Fiction**

Class Preparations

\*\*\*Book Review of 2-3 pages on *The Horrors of Slavery* due today\*

William C. Prime, “Where Jesus Wept,” in *Tent Life in the Holy Land* (1857, reprint; The Michigan Historical Reprint Series, 2011), 129-141.

Mark Twain, *The Innocents Abroad* (1869, reprint; Penguin Books, 2002), 422-444.

Lew Wallace, *Ben-Hur: A Tale of the Christ* (1880, reprint; Wilder Publications, 2011), 375-437.

**February 16 (Th) Morocco and the Rise of US Power, 1904**

Class Preparations

Barbara Tuchman, “Perdicaris Alive or Raisuli Dead!,” *American Heritage* X, no. 5 (August 1959): 18-21, 98-101. <http://www.americanheritage.com/content/%E2%80%9Cperdicaris-alive-or-raisuli-dead%E2%80%9D> . [see also the anthology *Practicing History*, MacMillan Publishers, 1984]

Ion H. Perdicaris, “In Raissuli’s Hands: The Story of My Captivity and Deliverance,” *Leslie’s Monthly Magazine* 58 (1904): 511-522 (<https://books.google.com/books?id=3VdFAAAAYAAJ&pg=PA510&lpg=PA510&dq=%22story+of+my+captivity%22+Perdicaris&source=bl&ots=ftKQlIum-m&sig=fSOYMQhGfjGbik5ljlIYKcAmuB0&hl=en&sa=X&ved=0ahUKEwiO66vM2KHRAhUr34MKHeMhBGUQ6AEIJzAF#v=onepage&q=%22story%20of%20my%20captivity%22%20Perdicaris&f=false> )

**February 21(Tu) World War I in the Middle East**

Class Preparations

“World War I and the End of Ottoman Order,” in William L. Cleveland and Martin Bunton, *The Modern Middle East*, 6th ed., (Westview Press, 2016), 139-160.

**February 23 (Th) An American on the Mesopotamian Front**

Class Preparations

Kermit Roosevelt, *War in the Garden of Eden* (1919), entire book!

**February 28 (Tu) The US and the Post-World War I Order**

Class Preparations

Michael B. Oren, “Chapter 21: The First Middle East Peace Process,” in *Power, Faith, and Fantasy: American in the Middle East 1776 to the Present* (WW Norton & Company, 2007), 376-397.

The King Crane Report,

<https://wwi.lib.byu.edu/index.php/The_King-Crane_Report>

**March 2 (Th) Women in the Middle East**

Class Preparations

Purdue University is hosting Farkhunda Zahra Naderi, a member of Afghanistan’s Parliament and a women’s rights activist today. Students must either attend the panel formed to highlight her work on this topic, which will be held from 1:30 to 2:30 in PMU 118, or, if you are unable to do attend, must read a short essay on women in Afghanistan and then turn in a summary of it. Snacks and beverages will be provided both during and after the panel.

**March 7 (Tu) \*\*\*Take Home Exam 1 Due\*\*\***

**March 9 (Th) WWII and the Emergence of the US as Superpower**

Class Preparations

\*\*\*Reviews of War in t*he Garden of Eden* are due in class today\*\*

Hahn, “Chapter 1: National Security: The Genesis of US Involvement in the Middle East,” *Crisis and Crossfire*, 1-18.

Rashid Khalidi, “Chapter 10: The Superpowers and the Cold War in the Middle East,” in *The Middle East and the United States: History, Politics and Ideologies*, 5th ed., David W. Lesch and Mark L. Haas (Westview Press, 2014), 157-174.

**March 14 (Tu) Spring Break**

**March 16 (Th) Spring Break**

**March 21 (Tu) The Origins of the Arab-Israeli Conflict**

Class Preparations

“The Palestine Mandate and the Birth of the State of Israel,” in William L. Cleveland and Martin Bunton, *The Modern Middle East*, 6th ed., (Westview Press, 2016), 226-256.

Hahn, “Chapter 2: Into the Middle of a Fight: The United States and the Arab-Israeli Conflict to 1961,” in Crisis and Crossfire, 19-34.

**March 23 (Th) The Suez Crisis, 1956**

Class Preparations

Hahn, “Chapter 3: Tumultuous Decades: Nationalism and Counterrevolution, 1950s and 1960s” in *Crisis and Crossfire*, 35-46.

**March 28 (Tu) The Arab-Israeli Conflict, 1948-1982**

Class Preparations

“Chapter 17: Israel and the Palestinians from 1948 to the 1970s,” in William L. Cleveland and Martin Bunton, *The Modern Middle East*, 6th ed., (Westview Press, 2016), 328-354.

“Chapter 19: Changing Patterns of War and Peace,” in William L. Cleveland and Martin Bunton, *The Modern Middle East*, 6th ed., 378-389 *only*.

Hahn, “Chapter 4: Unending Controversy: The Arab-Israeli Conflict, 1961-1982,” in *Crisis and Crossfire*, 47-68.

I will also send sections of the Camp David Accords (1978)

**March 30 (Th) Culture and Nationalism in Nasser’s Egypt**

 --Film, “Umm Kulthum: A Voice Like Egypt”

**April 4 (Tu) American Images of the Ayatollah Khomeini**

 --Film, “Holy Terror” (1997)

Class Preparations

Hahn, “Ch. 5: Revolution, War and Terrorism: The Middle East at Center Stage, 1970s-1980s” in *Crisis and Crossfire*, 69-86

Ervand Abrahamian, “The Islamic Revolution,” in *A History of Modern Iran* (Cambridge University Press, 2008), 155-162.

**April 6 (Th) Trouble in Afghanistan**

 --Guest Lecture, David Atkinson

**April 11 (Tu) The Persian Gulf War, Victory or Defeat?**

Class Preparations

Hahn, “Chapter 7: Messy Little Wars: US Operations in the Middle East since the 1990s,” in *Crisis and Crossfire*, 105-132

Gary Sick, “Chapter 17: The United States in the Persian Gulf: from Twin Pillars to Dual Containment,” in *The Middle East and the United States: History, Politics and Ideologies*, 5th ed., David W. Lesch and Mark L. Haas (Westview Press, 2014), 309-325.

**April 13 (Th) Islamic Terrorism**

Class Preparations

Ahmed Rashid, “Osama bin Laden: How the US Helped Midwife a Terrorist,” in Fredrik Logevall, *Terrorism and 9/11: A Reader* (Houghton Mifflin, 2002), 50-60.

Heather S. Gregg, “US Relations with al-Qa’ida,” in Lesch and Haas, *The Middle East and the United States*, 491-506.

**April 18 (Tu) The Invasion and Occupation of Iraq**

Class Preparations

Steve A. Yetiv, “Chapter 19: The Iraq War of 2003: Why Did the United States Decide to Invade?” in *The Middle East and the United States: History, Politics and Ideologies*, 5th ed., David W. Lesch and Mark L. Haas (Westview Press, 2014), 341-360.

**April 20 (Th) A Marine in Ramadi**

Class Preparations

Donovan Campbell, *Joker One*, entire book

**April 25 (Tu) The Iraq War, The Success of the Surge**

 --Guest Lecture, Keith Shimko

Class Preparations

Selections of *The Modern History of Iraq* by Phebe Marr and Ibrahim al-Marashi, which will be released on 14 March 2017

**April 27 (Th) ISIS, a New Threat to Regional Stability**

 --Film, “The Rise of ISIS” (2014)

\*\*\*Book Review of *Joker One*, Due by Email May 2 by 3 pm\*\*\*

\*\*\*Exam #2 Take Home Exam, Due by Email on May 4 by 3 pm\*\*\*