

HIST 250
Spring 2021
US Relations with Middle East and North Africa

Place: SC 239
Day and Time: M-W-F, 12:30 pm – 1:20 pm

Instructor: Professor Holden
Student Hours: M, 10 am – 12 noon
Email: sholden@purdue.edu

This course surveys US policy toward the Middle East and North Africa since the Barbary Wars in the early-nineteenth century. It provides students with the background necessary to understand the decisions of American leaders in the past and in the present. Students consider why the US has focused considerable attention on the Middle East and North Africa since its independence. How has US 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? In the end, students have an opportunity to assess continuity and change in US foreign policy toward this region.

Learning Outcomes

- *Topical*
 - To assess continuity and change in US policy in the Middle East and North Africa
 - To apply foreign policy concepts to case studies in the Middle East and North Africa.
- *Analytical*
 - To develop skills of critical thinking and problem solving.
 - To converse about ideas and improve verbal communication.

This class attends to skills critical for making a positive impression on employers: ability to interact with people, problem-solving skills, oral communication, and written communication.

Course Materials and Preparations

The assignment for each class is *underneath* the specific day and lecture. It is under the line Class Preparations. Students should prepare assignments for each topic *before* each class meeting.

Readings are on Blackboard. However, students must acquire: Suzy Hansen, *Notes on a Foreign Country: An American Abroad in a Post-American World* (Farrar, Strauss, and Giroux, 2017).

Course Requirements

Take-Home Exam #1 20%
Take-Home Exam #2 25%
Take-Home Exam #3 25%
Book Review 30%

Three take-home exams will allow me to assess the ability of students to think critically and put myriad facts into a coherent essay. Students will receive a study sheet the week before an exam.

I will grade your responses according to your ability to discuss events and people as well as their significance. You must also demonstrate mastery of *assigned* materials and class lectures.

This class requires that you write an *analytical review of Suzy Hansen's book Notes on a Foreign Country*. These reviews are to be two to three pages (not more, not less). You must write it in 12-point type-face, double-spaced, with one-inch margins. This review will be due on 4 May by 5 pm. You will be penalized five points for each day the essay is late. We will devote a class period to discussing the book, and I will provide detailed guidelines to help you write the review.

Email etiquette is important. If you contact me, please email sholden@purdue.edu. You should put the course number and query in the subject line (HIST 250, book review). I would like you to use a formal salutation (Dear Professor Holden) and close with your full name (Sincerely, Chris Paul). Consider grammar and punctuation when writing the email. If I want to send supplementary questions or cancel a class, I will email the class list. So, please check your Purdue email daily.

18 January (M) Martin Luther King Day

20 January (W) Course Introduction

Concepts & Precedents

22 January (F) Where 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.

25 January (M) Interests and Values

Class Preparations

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

Aaron David Miller, “[The Politically Incorrect Guide to US Interests in the Middle East](#),” *Foreign Policy* (15 August 2012).

Martin Indyk, “The Middle East Isn’t Worth It Anymore,” *The Wall Street Journal* (17 January 2020).

27 January (W) Foreign Policy Precedents in Ottoman North Africa

Robert J. Allison, “Americans and the Muslim World—First Encounters,” in *The Middle East and the United States*, 6th ed., David W. Lesch and Mark L. Haas, ed. (Routledge, 2012), 19-29.

Max Boot, “[Savage Wars of Peace](#),” *Hoover Digest*, no. 3 (2002).

29 January (F) The Barbary Wars and the “Lessons of History”

Class Preparations

Patrick Taulère and Kim Hawkins, “The Battle of Tripoli,” 2004 (45 min.)

Mike Pesca, “Day to Day” on NPR, “[The Iraq-Barbary Comparison](#),” 26 February 2007 (4 min.)

C. Hitchens, “To the Shores of Tripoli,” *Time Magazine*, 5 July 2004.

1 February (M) Synthesis Day (Or, Catch Up Day)

[World War I](#)

3 February (W) World War I

Class Preparations

“[The Ottomans](#),” episode 2 of “World War I through Arab Eyes,” *Al Jazeera*, 2014 (43 min.)

William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 139-159.

5 February (F) American Orientalism

Class Preparations

Douglas Little, *American Orientalism: The United States and the Middle East since 1945* (University of North Carolina Press, 2009), 9-42.

NPR, Morning Edition, “[Valentino’s Sheik: An ‘Other’ Made to Swoon Over](#)” (7 min.)

“[The Thief of Bagdad](#),” 1924, restoration of official trailer (2 min., 24 sec.).

8 February (M) American Responses to European Empire in MENA

Class Preparations

Erez Manela, “Woodrow Wilson and the Ugliest of Treacheries,” *The New York Times* (9 March 2019).

Stacy E. Holden, “Edith Wharton’s Moroccan Clichés,” *History Today* (5 November 2020).

Edith Wharton, *In Morocco* (1920; reprint, John Beaufoy Publishing, 2015), 7-10 and 35-38.

Irita Van Doren’s Review from *The Nation* (27 October 1920, p. 478-480) in *Edith Wharton: The Contemporary Reviews*, ed. James W. Tuttleton, Kristin O. Lauer, and Margaret P. Murray (Cambridge University Press, 1992), 478-480.

10 February (W) The King-Crane Commission

Class Preparations

James Gelvin, “The Ironic Legacy of the King-Crane Commission,” in *The Middle East and the United States*, 6th ed., David W. Lesch and Mark L. Haas, ed.s (Routledge, 2018), 30-46.

The General Syrian Congress, “Memorandum Presented to the King-Crane Commission,” in *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 8th ed., Walter Laqueur and Dan Schueftan, ed.s (Penguin, 2016), 21-23.

Zionist Commission to Palestine, “[Statement to the International Commission on Turkey-American Section](#),” June 1919, King Crane Digital Collection, Oberlin College Archives.

“The King-Crane Commission: Recommendations (August 28, 1919),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 23-25.

12 February (F) Synthesis Day (or Catch Up Day)

15 February (M) Take Home Exam #1 (No Class)

17 February (W) Reading Day (No Class)

The Cold War

19 February (F) World War II in North Africa

Class Preparations

Ernie Pyle, “8 December 1942,” in *Ernie’s War: The Best of Ernie Pyle’s World War II Dispatches* (Random House, 1986), 60-62.

Lt.-Col. Leslie W. Bailey, “Journey to Tunisia,” in *Through Hell and High Water: The Wartime Memories of a Junior Combat Infantry Officer* (Vintage Press, 1994), 70-73.

Omer Bartov, “Recentering the Holocaust (Again),” in *The Holocaust and North Africa*, Aomar Boum and Sarah Abrevaya Stein, ed.s (Stanford University Press, 2018), 207-213.

22 February (M) Truman’s Recognition of Israel, 1948

Class Preparations

William Cleveland and Martin Bunton, “World War II and the Birth of the State of Israel,” in *A History of the Modern Middle East* (Routledge, 2018), 246-256.

David Nasaw, interview with Andrew Keen, Keen On, podcast audio, <https://lithub.com/david-nasaw-on-the-million-refugees-left-behind-in-germany-after-wwii/>.

Natalie Walker, “[The Displaced Persons Act of 1948](#),” Harry S. Truman Library and Museum.

Eddie Jacobson to President Harry S. Truman, 3 October 1947, Harry S. Truman Library and Museum.

King Abdulaziz Ibn Saud to President Harry S. Truman, 26 October 1947, Foreign Relations of the United States, 1947, The Near East and Africa, Volume 5, 867N.01/10-3047.

24 February (W) Americans and the Arab-Israeli War of 1948

Class Preparations

Roberta Grossman, “Above and Beyond,” 2014 (1 hr., 30 min.).

Ambassador Wells Stabler, interviewed by Charles Stuart Kennedy, 28 February 1991, Frontline Diplomacy: The Foreign Affairs Oral History Collection of the Association for Diplomatic Studies and Training, Library of Congress, pages 1 and 21-34.

26 February (F) The Truman Doctrine

Class Preparations

“Legacies of Empire,” in David Reynolds, *One World Divisible: A Global History since 1945* (Norton, 2000), 67 and 76-88.

President Harry S. Truman, “[Recommendation for Assistance to Greece and Turkey](#),” 12 March 1947, online archive, Harry S. Truman Library and Museum.

1 March (M) The Cold War and Its Consequences

Class Preparations

Rashid Khalidi, “The Super Powers and the Cold War in the Middle East,” in David W. Lesch and Mark L. Haas, *The Middle East and the United States*, 6th ed. (Routledge, 2018), 119-135.

3 March (W) Synthesis Day (Or, Catch Up Day)

A Special Relationship

5 March (F) The US and Arab Nationalism

Class Preparations

Class Preparations

William Cleveland and Martin Bunton, "Egypt under Sadat," in *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 379-389.

"Henry Kissinger: Strategist," in Aaron David Miller, *America's Elusive Search for Arab-Israeli Peace* (Bantam Books, 2008), 129-156.

17 March (W) The Camp David Accords, 1978Class Preparations

"Jimmy Carter: Missionary," in Aaron David Miller, *America's Elusive Search for Arab-Israeli Peace* (Bantam Books, 2008), 157-190.

"Framework for Peace Agree to at Camp David," Judge, Edward H. and Langdon, John W., ed., *The Cold War: A Global History*, 3rd ed., (Rowman and Littlefield, 2017), 268-273.

Walter Laqueur and Dan Schueftan, *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 8th ed. (Penguin Books, 2016), 229-230 [Soviet Prime Minister Andrei Gromyko], 230 [PLO Chairman Yasser Arafat], 235-237 [West Bank Palestinians].

19 March (F) American Perceptions of the Arab WorldClass Preparations

Michael Singh, "Valentino's Ghost," 2013 (1 hr., 33 min.)

22 March (M) Synthesis Day (Or, Catch Up Day)**24 March (W) Take Home Exam #2 (No Class)****Blowback****26 March (F) Reza Shah's Iran**Class Preparations

William Cleveland and Martin Bunton, "Iran under Reza Shah," in *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 176-181.

29 March (M) CIA Coup in TehranClass Preparations

William Cleveland and Martin Bunton, "Iran: The Reestablishment of Autocracy," in *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 273-284.

“Man of the Year: Challenge of the East,” *Time Magazine*, 59, no. 1 (7 January 1952).

31 March (W) The Islamic Revolution

Class Preparations

“The Iranian Revolution and the Revival of Islam,” in *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 355-377.

Ayatollah Ruholla Khomeini, “Ayatollah Ruholla Khomeini Denounces the Rule of the Shah of Iran,” in *Sources in the History of the Modern Middle East*, Akram Fouad Khater, ed. (Houghton Mifflin Company, 2004), 286-289.

Department of State, “American Consular Documents Reveal US Diplomats’ Assessment of the Revolution in Iran, 1978,” in *Sources in the History of the Modern Middle East*, Akram Fouad Khater, ed. (Houghton Mifflin Company, 2004), 298-301.

“Man of the Year: The Mystic Who Lit the Fires of Hatred,” *Time Magazine*, 115, no. 1 (7 January 1980).

2 April (F) The Persian Gulf War, 1991

Class Preparations

William Cleveland and Martin Bunton, “The Gulf Crisis of 1990-1991” and “The Aftermath of the Gulf War,” in *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 456-472.

George H.W. Bush, “The New World Order, 1991,” in *The Middle East and Islamic World Reader*, Marvin E. Gettleman and Stuart Schaar, ed. (Grove Press, 2003), 248-250.

George H.W. Bush, “After the Storm,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 281-284.

“Fire in the Gulf,” Queen Noor, *Leap of Faith* (Hyperion, 2003), 327-337.

Nuha al-Radi, “The Persian Gulf War Experienced in Baghdad,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 273-278.

5 April (M) The Sanctions Regime

Class Preparations

Hadani Ditmars, “The Deleterious Effects of Sanctions on Iraqi Women,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 288-298.

“Migraine Hussein,” Madeline Albright, *Madam Secretary: A Memoir* (Harper Perennial, 2003), 274-289.

19 April (M) Women and American Intervention in Iraq

Class Preparations

Nicola Pratt and Nadjie al-Ali, “title,” in *Women and War in the Middle East: Transnational Perspectives*, Nicola Pratt and Nadjie al-Ali, ed. (Zed Books, 2009), 65-98.

21 April (W) The Surge
-Guest Lecture, Dr. Keith Shimko

Class Preparations

LTC Jim Crider, *Inside the Surge: One Commander’s Lesson in Counterinsurgency* (Center for New American Security, 2009).

23 April (F) Take Home Exam #3 (No Class)

Week 15

26 April (M) US Policy Today, Some Thoughts...

Class Preparations

Waleed Hazbun, “Reimagining US Engagement with a New Middle East,” *Middle East Research and Information Project*, 204 (spring 2020).

28 April (W) America’s Shifting Place in the World

Class Preparations

Suzy Hansen, *Notes on a Foreign Country: An American Abroad in a Post-American World* (Farrar, Straus and Giroux, 2017), in its entirety.

Analytical Review of Suzy Hansen’s Book Is Due on 4 May by 5 pm*****

30 April (F) Synthesis and Summing Up

Grading

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76

C- = 70-73

Mental Health and Wellness Resources

There is a link to Purdue Counseling and Psychological Services on Brightspace, under the Student Services and Resources section. **If you feel stress, anxiety and/or overwhelmed, try [WellTrack](#)**, with information and tools at your fingertips, available to you at any time. **If you need support and information about options and resources**, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm. **If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

In cases of absences due to circumstances beyond a student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students. See, http://www.purdue.edu/studentregulations/regulations_procedures/classes.html.

COVID Policies

COVID makes it difficult to evaluate student participation. Purdue guidelines state, "***Students are expected to attend in-person courses when they are able.***" If student feels ill, have symptoms associated with COVID-19, or suspect they have been exposed to the virus, they should stay home and contact the Protect Purdue Health Center (496-INFO). When students cannot come to class, they should email me. I will help them understand how best to cover missed material and provide an opportunity to increase class engagement. Most classes will be uploaded to Brightspace as a Boilercast for quarantined students. Class engagement (attendance or, if you cannot attend, communication with me) will not be graded (and so cannot bring your grade down). But I reserve the right to raise your grade based on a student's engagement.

If you must quarantine, please email me so we can communicate about continuing remotely. You must work with the Protect Purdue Health Center (PPHC) to get documentation and support, like access to an Academic Case Manager who can provide you with guidelines and resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can be reached at acmg@purdue.edu. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email to make any necessary arrangements.

The [Protect Purdue Plan](#) includes the [Protect Purdue Pledge](#), which is campus policy. As such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and campus buildings at all times (the mask should cover nose and mouth, no eating or drinking in the classroom), disinfecting desk and other workspaces before and after use, maintaining appropriate social distancing with peers and instructors

(including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who do not engage in these behaviors will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

The deadlines and grading policies are subject to changes in the event of a major campus emergency. Any changes will be emailed and posted on Brightspace when class resumes.

Other University Policies

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 phrase. 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 for further review by a dean.*

Purdue University Policy Prohibits Academic Dishonesty: *Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972] <https://www.purdue.edu/odos/academic-integrity/>*

Purdue University Policy Prohibits Discrimination: *Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes*

the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously. http://www.purdue.edu/purdue/ea_eou_statement.html

Accessibility and Accommodation: *Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.*

Disclaimer: *In case of a major campus emergency, the requirements on this syllabus are subject to changes required by a revised semester calendar. Any changes will be posted, once the course resumes, on the course website. It may also be obtained by contacting the instructor via email.*