History 250

Spring 2017

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

Place: UNIV 201

Day and Time: Tuesday/Thursday, 9 am-10:15 pm

Instructor: Professor Holden

Office: UNIV 127

Office Hours: Tuesday/Thursday, 8 am-8:50 am, by appointment

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After 9/11, the US has engaged in military interventions in Iraq, Afghanistan and Libya and remains today intimately involved in the affairs of this region. This course surveys American policy toward the Arab-Islamic world since the US’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 the Barbary Wars (1801-1804, 1814-1815)? 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.

Learning Outcomes

* *Topical*

--To improve understandings of how the US has set policy in the Middle East and North Africa and with what effect.

--To consider policy concepts (i.e. blowback) and apply them to case studies in the Middle East and North Africa.

* *Analytical*

--To improve your writing skills.

--To develop skills of critical thinking and problem solving.

--To converse about ideas and improve verbal communication.

Basically, this class attends to the five skills that *USA Today* (<https://www.usatoday.com/story/money/personalfinance/2015/05/03/cheat-sheet-skills-college-grads-job/26574631/>) marks as 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.

If Class Preparations calls on students to watch a movie, I will clearly instruct students where and when it will be shown or how it can be accessed. You will see instructions on your syllabus.

If the Class Preparations requires students to read an article or chapter, it will be uploaded to Blackboard the preceding week.

The Class Preparations call on students to read these two books:

* Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East since 1945* (Potomac Books, 2005).
* Suzy Hansen, *Notes on a Foreign Country: An American Abroad in a Post-American World* (Farrar, Strauss, and Giroux, 2017).

\*\*\*Donovan Campbell’s *Joker One* will NOT be a required book.\*\*\*

Course Requirements:

Take-Home Exam #1 15%

Take-Home Exam #2 20%

Take-Home Exam #3 20%

Book Review 35%

Attendance 10%

***Three take-home exams*** will allow me to assess the ability of students to think critically and put myriad facts into a coherent essay. I will provide students with a study sheet that allows them to prepare for a take-home exam three times over the course of this semester. Tests ask students to construct essays based on information provided in books, lectures, and any assigned films.

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 one week after our class discussion of the book, and so I would like them sent to me via email by 5 pm on 3 May. 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 your write the review.

***Attendance and participation*** are counted toward your final grade. Consistent attendance will be noted and rewarded as will participation in discussions. I will take attendance regularly, but not on set days. Some time in a few different classes will be devoted to discussion of the material. A college education should foster a strong ability to communicate in both written and verbal forms! Class discussions provide students with an opportunity to weigh in on issues and to raise questions. Students will be expected to come to class prepared to discuss a topic and will be evaluated according to their ability to demonstrate knowledge of the assigned material and so to participate in a discussion.

Here is the University’s policy on Attendance:

*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.*

The link to the complete policy and implications can be found at: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

Grading

A = 94-100

1. = 90-93

B+ = 87-89

B = 84-86

1. = 80-83

C+ = 77-79

C = 74-76

1. = 70-73

**Jan 9 (Tu) Course Introduction**

**Jan. 11 (Th)** **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.

**Jan. 16 (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.

**Jan. 18 (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.

**Jan. 23 (Tu) William Eaton and the Politics of Memory**

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

Class Preparations

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))

**Jan. 25 (Th) “Perdicaris Alive, or Raisuli Dead!”:**

 **The Extension of US Power Overseas**

Class Preparations

Ion Perdicaris, “In Raissuli’s Hands: The Story of My Captivity and Deliverance May 18 to June 26, 1904,” in *White Slaves, African Masters: Anthology of American Barbary Captivity Narratives*, ed. Paul Baepler (University of Chicago Press, 1999), 288-301.

**Jan. 30 (Tu)** **World War I and Its Political Aftermath**

Class Preparations

William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th ed. (Westview Press, 2016), 139-159.

**Feb. 1 (Th) DAY OFF!**

**Feb. 6 (Tu) 1st Efforts at Peacekeeping in the Arab World**

 **The King Crane Commission, 1919**

Class Preparations

Leonard V. Smith, “Wilsonian Sovereignty in the Middle East: The King-Crane Commission Report of 1919,” in *The State of Sovereignty: Territories, Laws, Populations*, ed. Douglas Howland and Luise White (Indiana University Press, 2009), 56-74.

“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.

**Feb. 8 (Th) World War I through Arab Eyes**

 --Film, “The New Middle East”

Class Preparations

Steven A. Cook and Amr T. Leheta, “Don’t Blame Sykes Picot for the Middle East Mess,” *Foreign Policy* (16 May 2016), <http://foreignpolicy.com/2016/05/13/sykes-picot-isnt-whats-wrong-with-the-modern-middle-east-100-years/>.

**Feb. 13 (Tu) Take-Home Exam #1**

Class Preparations

Please either slide your take-home exam under my door or put it in my university office mailbox in UNIV 231 by 12 noon.

**Feb. 15 (Th) WWII and the Emergence of the US as Superpower**

Class Preparations

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

**Feb. 20 (Tu)** **The Origins of the Arab-Israeli Conflict**

Class Preparations

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.

**Feb. 22 (Th) Arab Nationalism and The Suez Crisis, 1956**

Class Preparations

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

**Feb. 27 (Tu)** **The Evolution of a “Special Relationship,”**

 **The Arab-Israeli Conflict, 1948-1982**

Class Preparations

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

I will also put the Camp David Accords (1978) on Blackboard.

**March 1 (Th)**  **US Responses to Islamic Revolution in Iran**

Class Preparations

Hahn, “Chapter 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.

**March 6 (Tu)** **American Responses to Radical Islam**

 --Film, “Holy Terror” (1997)

Class Preparations

Kelly J. Shannon, *U.S. Foreign Policy and Muslim Women’s Human Rights* (University of Pennsylvania Press, 2017), 17-36.

**March 8 (Th) Take-Home Exam #2**

Class Preparations

Take-home exam #2 is due to me via email by noon today.

**March 13 (Tu) Spring Break**

**March 15 (Th) Spring Break**

**March 20 (Tu) The CIA in Afghanistan**

 --Film, “The Real Charlie Wilson’s War”

**March 22 (Th) The Persian Gulf War**

Class Preparations

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

**March 27 (Tu) Terror at the Munich Olympics, 1972**

 --Film, “One Day in September”

**March 29 (Th) Defining Terrorism (Strategy, not Ideology)**

Class Preparations

Frederik Logevall, *Terrorism* and 9/11: A Reader (Cengage Learning, 2002), 1-4.

Keith L. Shimko, *International Relations: Perspectives, Controversies and Readings*, 5th ed. (Wadsworth Publishing 2015), 294-299.

Charles Townsend, *Terrorism: A Very Short Introduction* (Oxford University Press, 2011), 21-36.

**April 3 (Tu) Women and Terrorists in Afghanistan**

Class Preparations

Kelly J. Shannon, *U.S. Foreign Policy and Muslim Women’s Human Rights* (University of Pennsylvania Press, 2017), 125-179.

**April 5 (Th) Invasion and Occupation of Iraq**

Class Preparations

**April 10 (Tu) No Class**

**April 12 (Th) No Class**

**April 17 (Tu) The Surge**

 --Guest Lecture, Dr. Keith L. Shimko

Class Preparations

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

**April 19 (Th) Exam #3**

Class Preparations

Take-home exam #3 is due to me by email by noon today.

**April 24 (Tu) The Soldiering Experience**

 --Talk by Veterans of OIF

**April 26 (Th) Being American Overseas in a post-9/11 World**

Class Preparations

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

***\*\*\*Your review of Hansen is due via email on 3 May by noon.\*\*\****

University (and Class!) 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.*

**Here Is the Purdue University Policy for 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*](http://www.purdue.edu/univregs/)*] 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/>

**Here Is the Purdue University Policy Prohibiting 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*](http://www.purdue.edu/policies/pages/human_resources/d_1.html)*, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit* [*www.purdue.edu/report-hate*](http://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>

**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.*