



Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3288, THE UNITED STATES AND THE MIDDLE EAST Semester 2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Dr. Peter Schrijvers	Room	Morven Brown 358
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Consultation Time	TBA		
<b>Lecturer</b>			
Name	Dr. Peter Schrijvers	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name	Dr. Peter Schrijvers	Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course on United States foreign relations is part of the School of Humanities and Languages' extensive coverage of the Americas. By focusing on the relationship between a superpower and one of the world's strategically most important regions, this course contributes also to the School of Humanities and Languages' highly developed transnational perspective.
Course Aims	<ol style="list-style-type: none"> <li>1. This course aims to provide a better understanding of the current challenges and transformations in the Middle East by focusing on the role played by the superpower that is the US. The scope of this course is a broadly conceived and diverse Middle East, stretching from Algeria to Afghanistan.</li> <li>2. The course aims to explore shifting American interests and policies in the region, from the early republic's conflict with 'Barbary' states to the clash with 'Rogue' states after 9/11. The main emphasis is on the post-World War II era and major crises such as, among many others, the Arab-Israeli conflict.</li> <li>3. By placing current affairs in a thorough historical and historiographical context, students are allowed to develop more complex understandings of the world around them, which in turn will allow them to deal more critically with government spin, media bias, and popular stereotyping.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Critically reflect upon the role of the US in the Middle East and the way that role is presented in the media and popular culture and develop an appreciation of the complexities, sensitivities, and evolving nature of international and intercultural relations.</li> <li>2. Sharpen your communication skills through role playing as facilitator and by means of impromptu exchanges in dynamic debates</li> <li>3. Collect and synthesize sources of history and present a</li> </ol>

		coherent argument.
	<b>4.</b>	<b>Organize, research, and write essays.</b>
Graduate Attributes	<b>1.</b>	Demonstrate an understanding of at least one period or culture of the past.
	<b>2.</b>	Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
	<b>3.</b>	Analyze historical evidence, scholarship and changing representations of the past.
	<b>4.</b>	

### 3. Learning and Teaching Rationale

By making certain that current affairs serve as a constant touchstone for the course's learning, students are encouraged to become more engaged in the learning process through awareness of the relevance of their efforts.

Conversely, by placing current affairs in a thorough historical and historiographical context, students are allowed to develop more complex understandings of the world around them, which in turn will allow them to deal more critically with government spin, media bias, and popular stereotyping.

### 4. Teaching Strategies

The course's teaching strategies are twofold:

- The two-hour lectures provide the students with a framework of understanding by means of an up-to-date synthesis of the historiography on key issues.
- The one-hour tutorials introduce students to the more intricate complexities and nuances of those key issues. They will do so in dual fashion. First, by asking students to critically engage with literature presenting divergent interpretations as well as case studies. Secondly, by offering students a structured forum for critical discussion with lecturer and fellow students.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	200-word synopsis + 3,000 word analysis	60%	# 1, 3, and 4	# 1, 2, and 3	<b>Before 4 pm on Tuesday, 7 October 2014 (=Week 10)</b>
Tutorial facilitation	2 x 25min during one tutorial week	20%	#1, 2, and 3	#1 and 3	Facilitation week to be assigned to each student in tutorial Week 2
In-class test	50min	20%	# 1 and 3	#1, 2, and 3	<b>Friday, 24 October 2014 (=Week 12). During first hour of regular lecture slot and in regular lecture theatre.</b>

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course. (Meaning you cannot be absent during more than 2 out of 12 sessions.)

**Please note the following IMPORTANT additional information on the assessments:**

## **ESSAY**

**!Make sure to tick the following boxes before handing in your essay (there will be penalties for non-compliance)!**

- Synopsis is on first page and separate from analysis starting on second page
- Synopsis does NOT exceed 200 words (this includes any kind of margin/leeway, so no ifs or buts for exceeding upper word limit)
- Analysis does NOT exceed 3,000 words (this includes any kind of margin/leeway, so no ifs or buts for exceeding upper word limit)
- Exact word count is indicated at top of synopsis (false information will be penalized)
- Exact word count is indicated at top of analysis (false information will be penalized)
- Pages are clearly numbered
- Essay sentences are double spaced
- Essay is printed on one side only
- Essay is based on at least 15 significant quality sources – these include academic articles or academic books and, possibly, sources drawn from academic or similar **quality** Internet sites
- References are FOOTNOTED in a uniform manner
- All sources used are listed in separate bibliography at end of essay (in author alphabetical order)
- For assignment submission of hard AND electronic copy, see below. NOTE: Date stamped on hard copy by School is hand-in date and hard copy is only one that will be read. (Electronic copy is merely a back-up.)

**ESSAY QUESTION:**

Analyse the **evolution** of US relations (from their origins to the present) with **ONE** of the following Middle Eastern countries in terms of American **interests and strategies** pursuing those interests:

Afghanistan  
 Algeria  
 Bahrain  
 Egypt  
 Iran  
 Iraq  
 Israel  
 Jordan  
 Kuwait  
 Lebanon  
 Libya  
 Morocco  
 Oman  
 Pakistan  
 Qatar  
 Saudi Arabia  
 Syria  
 Tunisia  
 Turkey  
 United Arab Emirates  
 Yemen

**TUTORIAL FACILITATION**

In the second week of the semester, each student will be assigned the role of facilitator during one of the following tutorials. This role involves a careful analysis of the assigned week's required reading and the creation of a number of core questions regarding the assigned article or chapter that will stimulate discussion about its content, assertions, thesis, and methodology. During the actual tutorial session, the facilitator has the responsibility to keep the discussion flowing smoothly in two debates of 25 minutes each. For this purpose the facilitator is expected a) to handle questions posed by fellow students regarding the assigned article or chapter or to pass them on to other students b) to use as many of her/his own questions as possible to keep the momentum of discussion going.

➔ At the **end of the tutorial**, the facilitator will provide the lecturer/tutor with a **typed list of questions** prepared for the debate.

**Once the students have been assigned a week as facilitator they are expected to show up ON TIME on the date agreed upon. Failure to do so will result in a ZERO mark for this assignment unless they a) notify the tutor of their absence at least 24 HOURS prior to the meeting AND b) provide valid MEDICAL documentation as soon as possible.**

**IN-CLASS TEST**

The in-class test will be administered in the first hour of the final lecture slot in Week 12 (in the same room where the lectures take place). The test will draw upon lecture content **AND** tutorial readings. The precise format of the test will be clarified during the lecture in Week 11.

## Grades

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

2 assignment copies MUST be submitted for every assessment task - 1 PAPER copy and 1 electronic copy. The electronic copy must be sent by 4pm on the due date to Turnitin on Moodle. Electronic copies will not be marked. Only hard copies submitted in the drop boxes will be marked.

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A stamped self-addressed envelope must be provided on submission of the essay (attached to it) if students require their assignment to be posted back to their home address with mark and feedback.

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter. Essays not handed in within three weeks of the original deadline will receive a zero mark.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

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### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission

to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## **7. Academic Honesty and Plagiarism**

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>



<b>8. Course Schedule</b>				
<b>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></b>				
<b>Week Commencing:</b>	<b>Lecture Topic</b>		<b>Tutorial Required Reading</b>	
Wk 1: 28 July	Traders, Missionaries, and Pirates		No tutorial	
Wk 2: 4 August	In Search of 'Black Gold'		Assignment of tutorial presentations. All students are <b>required</b> to attend this tutorial.	
Wk 3: 11 August	Midwife at Israel's Birth		Holly Edwards. "A Million and One Nights: Orientalism in America, 1870-1930," in Holly Edwards, ed. <i>Noble Dreams, Wicked Pleasures: Orientalism in America, 1870-1930</i> . Princeton University Press, 2000. Pp. 18-53.	
Wk 4: 18 August	Containing the Soviet Union		David S. Painter. "Oil and the American Century." <i>The Journal of American History</i> Vol. 99, No. 1 (June 2012): 24-39. <b>(Not part of Study Kit. Access electronically via UNSW Library web site.)</b>	
Wk 5: 25 August	Taming Radical		Ian J.	

	Nationalism		Bickerton and Carla L. Klausner. "World War II, Jewish Displaced Persons, and the Partition of Palestine," in <i>A Concise History of the Arab-Israeli Conflict</i> . Upper Saddle River, New Jersey: Prentice Hall, 2005 (4 <sup>th</sup> ed). Pp. 68-92.	
Wk 6: 1 September	Facing Islamist Revolution		Salim Yaqub. "Imperious Doctrines: US-Arab Relations from Dwight D. Eisenhower to George W. Bush." <i>Diplomatic History</i> Vol. 26, No. 4 (Fall 2002): 571-91.	
Wk 7: 8 September	The Special Relationship with Israel		Douglas Little. "The New Frontier on the Nile: JFK, Nasser, and Arab Nationalism." <i>The Journal of American History</i> Vol. 75, No. 2 (September 1988): 501-27.	
Wk 8: 15 September	Projecting Military Power		James A. Bill. "Iran, America, and the Triumph of Repression," in <i>The Eagle and the Lion: The Tragedy of American-Iranian Relations</i> . New	

			Haven: Yale University Press, 1988. Pp. 183-215.	
Wk 9: 22 September	The Arab-Israeli Peace Process		Melani McAlister. "The Good Fight: Israel after Vietnam, 1972-1980," in <i>Epic Encounters: Culture, Media, and US Interests in the Middle East since 1945</i> . Berkeley, California: The University of California Press, 2005. Pp. 155-97.	
Wk 10: 6 October	9/11 and Beyond		Labour Day: NO TUTORIALS	
Wk 11: 13 October	Conclusions and Test Particulars		Andrew J. Bacevich. "The Real World War IV." <i>The Wilson Quarterly</i> Vol. 29, No. 1 (Winter 2005): 36-61. <b>(Not part of Study Kit. Access electronically via UNSW Library web site.)</b>	
Wk 12: 20 October	In-Class Test		Ussama Makdisi. "'Anti-Americanism' in the Arab World: An Interpretation of a Brief History." <i>The Journal of American History</i> Vol. 89, No. 2	

			(September 2002): 538-57. <b>(Not part of Study Kit. Access electronically via UNSW Library web site.)</b>	
Wk 13: 27 October	No lectures		President Barack Obama. "Remarks on the Middle East and North Africa." 19 May 2011. <b>Please note that this speech is not part of the Study Kit and can only be accessed electronically via the following internet link:</b> <a href="http://www.whitehouse.gov/the-press-office/2011/05/19/remarks-president-middle-east-and-north-africa">http://www.whitehouse.gov/the-press-office/2011/05/19/remarks-president-middle-east-and-north-africa</a>	

## 9. Course Resources

### Textbook Details

**Required reading:** Peter L. Hahn. *Crisis and Crossfire: The United States and the Middle East since 1945*. (Potomac Books, 2005). Textbook. Available from UNSW Bookshop, approximate cost \$35.

Students also have to purchase the following **UNSW Study Kit: ARTS 3288 The United states and the Middle East**. Available from the UNSW Bookshop.

### Suggested Journals

*Foreign Affairs*

*Foreign Policy*

*International Affairs*

*International History Review*

*International Studies Quarterly*

*Journal of Cold War Studies*  
*Journal of Conflict Studies*  
*Political Science Quarterly*

*International Journal of Middle East Studies*  
*Middle East Journal*  
*Middle East Policy*  
*Middle East Quarterly*  
*Middle East Review of International Affairs*  
*Washington Report on Middle East Affairs*

*Arab Studies Quarterly*  
*Israel Studies*  
*Journal of Palestine Studies*

### **Additional Background Readings**

Check for availability at UNSW Library or any of the other university and public libraries in the Sydney area.

H. W. Brands. *Into the Labyrinth: The United States and the Middle East, 1945-1993*. New York, McGraw Hill, 1994.

T. G. Fraser. *The USA and the Middle East since World War 2*. New York: St. Martin's Press, 1989.

Matthew F. Jacobs. *Imagining the Middle East: The Building of an American Foreign Policy, 1918-1967*. University of North Carolina Press, 2011.

Rashid Khalidi. *Resurrecting Empire: Western Footprints and America's Perilous Path in the Middle East*. I.B. Tauris, 2006.

David W. Lesch, ed. *The Middle East and the United States: A Historical and Political Reassessment*. Westview Press, 2003 (3<sup>rd</sup> edition).

George Lenczowski. *American Presidents and the Middle East*. Durham, North Carolina: Duke University Press, 1990.

Douglas Little. *American Orientalism: The United States and the Middle East since 1945*. Chapel Hill and London: The University of North Carolina press, 2002.

Melani McAlister, ed. *Epic Encounters: Culture, Media, and US Interests in the Middle East since 1945*. Berkeley: University of California Press, 2005.

Aaron David Miller. *The Much Too Promised Land: America's Elusive Search for Arab-Israeli Peace*. Bantam, 2008.

Michael B. Oren. *Power, Faith, and Fantasy: America in the Middle East, 1776 to the Present*. W. W. Norton, 2007.

Seth P. Tillman. *The United States in the Middle East: Interests and Obstacles*. Bloomington: Indiana University Press, 1982.

- The Cambridge History of American Foreign Relations*. 4 volumes. Cambridge: Cambridge University Press, 1995.
- Jerald A. Combs and Arthur G. Combs. *The History of American Foreign Policy*. McGraw-Hill, 1996.
- Walter LaFeber. *The American Age: American Foreign Policy at Home and Abroad, 1750 to the Present*. New York: W. W. Norton, 1994.
- Thomas G. Paterson, J. Garry Clifford, and Kenneth J. Hagan. *American Foreign Relations: A History*. 2 volumes. Houghton Mifflin, 2004 (6<sup>th</sup> ed).
- Ian J. Bickerton and Carla L. Klausner. *A Concise History of the Arab-Israeli Conflict*. Upper Saddle River, New Jersey: Prentice Hall, 2005 (4<sup>th</sup> ed).
- L. Carl Brown, ed. *Diplomacy in the Middle East: The International Relations of Regional and Outside Powers*. I. B. Tauris, 2004.
- William L. Cleveland. *A History of the Modern Middle East*. Westview Press, 2004 (3<sup>rd</sup> edition).
- Louise Fawcett, ed. *International Relations of the Middle East*. Oxford UP, 2005.
- James L. Gelvin. *The Modern Middle East: A History*. Oxford UP, 2005.
- Albert Hourani et al. *The Modern Middle East*. I.B. Tauris, 2006.
- Mehran Kamrava. *The Modern Middle East: A Political History since the First World War*. Berkeley: The University of California Press, 2005.
- Peter Mansfield. *A History of the Middle East*. Penguin, 2004.
- Roger Owen and Sevket Pamuk. *A History of Middle East Economies in the Twentieth Century*. I.B. Tauris, 2006.
- Reinhard Schulze. *A Modern History of the Islamic World*. I.B. Tauris, 2006.

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.