



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES AND LANGUAGES

ARTS 3288

THE UNITED STATES AND THE MIDDLE EAST



Dr. Peter Schrijvers
Session 2, 2013

Cover Illustration:

Osama bin Laden on a wanted poster
published by a New York newspaper,
here on display in the city's financial district
September 18, 2001 Corbis

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COURSE STAFF

Convener and Lecturer Details:

Name: Dr. Peter Schrijvers
 Room: Morven Brown 358
 Phone: 9385 3668
 Email: p.schrijvers@unsw.edu.au
 Consultation Times: TBA

REFERENCES

REQUIRED READING

ARTS 3288 THE UNITED STATES AND THE MIDDLE EAST

UNSW Study Kit

Available from UNSW Bookshop, approximate cost \$35.

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 seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

COURSE DETAILS

This course adds to the School of History and Philosophy's coverage of the US and of the Middle East. 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 History and Philosophy's highly developed transnational perspective. Successful completion of this course earns the student six units of credit.

COURSE AIMS

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. 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.

STUDENT LEARNING OUTCOMES

At the completion of this course students will be able to:

- 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
- develop an appreciation of the complexities, sensitivities, and evolving nature of international and intercultural relations
- sharpen your communication skills through role playing as facilitator and by means of impromptu exchanges in dynamic debates
- collect and synthesize sources of history and present a coherent argument
- better organize, research, and write essays

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.

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 fellow students.

COURSE SCHEDULE

ALL LECTURES IN RITCHIE THEATRE, THURSDAY, 12-2PM

Week

1	Traders, Missionaries, and Pirates
2	In Search of 'Black Gold'
3	Midwife at Israel's Birth
4	Containing the Soviet Union
5	Taming Radical Nationalism
6	Facing Islamist Revolution
7	The Special Relationship with Israel
8	Projecting Military Power
9	The Arab-Israeli Peace Process
10	9/11 and Beyond
11	Conclusions
12	In-Class Test

TUTORIAL SCHEDULE

Thu 3-4 pm: Mat 311

Fri 12-1 pm: OMB 229

Fri 1-2 pm: OMB 229

Suggested General 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 (3rd 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 (6th ed).

Ian J. Bickerton and Carla L. Klausner. *A Concise History of the Arab-Israeli Conflict*.
Upper Saddle River, New Jersey: Prentice Hall, 2005 (4th 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
(3rd 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.

Suggested Journals

Most of these are part of UNSW's (electronic) holdings:

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

WEEK 1: NO TUTORIALS

WEEK 2: ASSIGNMENT OF TUTORIAL FACILITATIONS

All students are **required** to attend this tutorial session!

WEEK 3: TRADERS, MISSIONARIES, AND PIRATES

Required Reading:

Holly Edwards. "A Million and One Nights: Orientalism in America, 1870-1930," in Holly Edwards, ed. *Noble Dreams, Wicked Pleasures: Orientalism in America, 1870-1930*. Princeton University Press, 2000. Pp. 18-53.

WEEK 4: IN SEARCH OF 'BLACK GOLD'

Required Reading:

David S. Painter. "Oil and the American Century." *The Journal of American History* Vol. 99, No. 1 (June 2012): 24-39.

(Please note that above mentioned texts are not part of the Study Kit and can only be accessed electronically via the UNSW Library web site.)

WEEK 5: MIDWIFE AT ISRAEL'S BIRTH

Required Reading:

Ian J. Bickerton and Carla L. Klausner. "World War II, Jewish Displaced Persons, and the Partition of Palestine," in *A Concise History of the Arab-Israeli Conflict*. Upper Saddle River, New Jersey: Prentice Hall, 2005 (4th ed). Pp. 68-92.

WEEK 6: CONTAINING THE SOVIET UNION

Required Reading:

Salim Yaqub. "Imperious Doctrines: US-Arab Relations from Dwight D. Eisenhower to George W. Bush." *Diplomatic History* Vol. 26, No. 4 (Fall 2002): 571-91.

WEEK 7: TAMING RADICAL NATIONALISM

Required Reading:

Douglas Little. "The New Frontier on the Nile: JFK, Nasser, and Arab Nationalism." *The Journal of American History* Vol. 75, No. 2 (September 1988): 501-27.

WEEK 8: FACING ISLAMIC REVOLUTION

Required Reading:

James A. Bill. "Iran, America, and the Triumph of Repression," in *The Eagle and the Lion: The Tragedy of American-Iranian Relations*. New Haven: Yale University Press, 1988. Pp. 183-215.

WEEK 9: THE SPECIAL RELATIONSHIP WITH ISRAEL

Required Reading:

Melani McAlister. "The Good Fight: Israel after Vietnam, 1972-1980," in *Epic Encounters: Culture, Media, and US Interests in the Middle East since 1945*. Berkeley, California: The University of California Press, 2005. Pp. 155-97.

WEEK 10: PROJECTING MILITARY POWER

Required Reading:

Andrew J. Bacevich. "The Real World War IV." *The Wilson Quarterly* Vol. 29, No. 1 (Winter 2005): 36-61.

(Please note that this article is not part of the Study Kit and can only be accessed electronically via the UNSW Library web site.)

WEEK 11: THE ARAB-ISRAELI PEACE PROCESS

Required Reading:

Ussama Makdisi. "'Anti-Americanism' in the Arab World: An Interpretation of a Brief History." *The Journal of American History* Vol. 89, No. 2 (September 2002): 538-57.

(Please note that this article is not part of the Study Kit and can only be accessed electronically via the UNSW Library web site.)

WEEK 12: 9/11 AND BEYOND

Required Reading:

President Barack Obama. "Remarks on the Middle East and North Africa." 19 May 2011.

(Please note that this speech is not part of the Study Kit and can only be accessed electronically via the following internet link: <http://www.whitehouse.gov/the-press-office/2011/05/19/remarks-president-middle-east-and-north-africa>)

WEEK 13: LOOKING AHEAD

Required Reading:

Richard N. Haass. "The Irony of American Strategy: Putting the Middle East in Proper Perspective." *Foreign Affairs* Vol. 92, No. 3 (May-June 2013): 57-67.

(Please note that this article is not part of the Study Kit and can only be accessed electronically via the UNSW Library web site.)

COURSE EVALUATION AND DEVELOPMENT

Student Feedback

Student evaluative feedback on this course is welcome and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

ASSESSMENT

Overall Assessment

The overall assessment aims at evaluating all of the key learning outcomes. Tutorial participation and facilitation assess the student's framework of understanding as acquired through the lectures. They also measure the degree to which the student has developed her/his skills of critical analysis and efficient, possibly inspired, communication. The essay offers an opportunity to evaluate where the student stands in terms of locating and mastering information, developing cogent and critical arguments, and presenting those arguments in clear, and possibly elegant, writing. The in-class test at the end of the session assesses the student's framework of understanding as acquired through lectures and tutorials.

Assessment Components

Tutorial facilitation: 20%

In-class test: 20%

Essay (200-word synopsis + 3,000-word analysis): 60%

Failure to complete ALL THREE assessment types will automatically result in a fail mark for this course.

+

Tutorial Participation

Attendance will be taken as faculty policy requires us to fail you if you attend less than 80% of the meetings without documented medical reasons (in practice this means that you cannot miss more than two of twelve tutorials without valid medical documentation).

Tutorial Facilitation (20%)

In the second week of the session, 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 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 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 (20%)

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 10.

Essay: 200-word synopsis + 3,000-word analysis (60%)

Submission date: Before 4 pm on Wednesday, 9 October 2013 (=Week 10).

!Make sure to tick the following boxes before handing in your essay!

- 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.)

For detailed information on the School's **marking criteria**, students should make sure to turn to *The Little Red Booklet* on the School's website

Essay question:

For **ONE** of the following administrations, analyze the **evolution** of US relations with the Middle East (broadly defined as stretching from Morocco to Pakistan) in terms of US **interests and strategies** pursuing those interests.

Wilson (1913-21)

Franklin D. Roosevelt (1933-45)

Truman (1945-53)

Eisenhower (1953-61)

Kennedy (1961-63)

Johnson (1963-69)

Nixon (1969-74)

Carter (1977-81)

Reagan (1981-89)

Bush Sr. (1989-93)

Clinton (1993-2001)

Bush Jr. (2001-2009)

Obama (2009-present)

Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, outside the front counter located on second floor, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
- In addition, a soft copy must be sent by 4pm on the due date by email to assessment@unsw.edu.au. All emailed assessments sent to assessment@unsw.edu.au will receive an electronic acknowledgement.

Important Note

- Electronic copies emailed to assessment@unsw.edu.au will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their sent assignment (eg. If assignment was sent to assessment@unsw.edu.au : the original sent email with the attached assignment kept in their 'sent box' and the electronic acknowledgment).

Assignment Collection

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 attached to the essay hard copy on submission if students require assignment and feedback to be posted to their home address.

Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period. To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due (or extended) date will incur a 5 point penalty for the first day late and 1 point per day after that. Assignments received more than 21 calendar days after the due or extended date will not be allocated a mark.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Lecturer will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:
<http://www.lc.unsw.edu.au/plagiarism/index.html>

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at: <http://www.studentequity.unsw.edu.au>

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>

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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>