

AMH3519
U.S.-Middle East Relations
Spring 2020
Tuesday, Period 7 (1:55-2:45)
Thursday, Periods 7 and 8 (1:55-3:50)
Fine Arts B (FAB) 0105

Professor: Matthew Jacobs Contact: <ul style="list-style-type: none">• mjacobs@ufl.edu• 352-846-1575	Grader: Danielle Barrientos Contact: dbarrientos13@ufl.edu Office Hours:
Office Hours (Suite 220 Pugh Hall): <ul style="list-style-type: none">• Mondays 10:00-11:30• Tuesdays 3:00-4:30• By appointment	Grader: Tyler Cline Contact: tyler.cline@ufl.edu Office Hours

Course Description and Objectives

Few areas of the world have caused U.S. policy makers and U.S. citizens more concern over the last half-century than has the Middle East. This point has been particularly true during the last two decades. We must look into the past if we are to understand, at least in part, the troublesome nature of U.S.-Middle East relations today, and we cannot assess appropriately options for the future if we do not understand how the past defines both constraints and the possibilities within which we operate. This course thus allows us to explore the present and future of U.S.-Middle East relations through the lens of the past, particularly since 1945 when U.S. involvement in the region increased significantly. A second underlying premise of this class is that we need to understand U.S.-Middle East relations not only in political terms, but also in cultural, economic, and social terms. Therefore, while we will of course look closely at official U.S. policy toward the Middle East and of Middle Eastern countries toward the United States, we will also look at other official and unofficial forms of relations.

One of the objectives of any history course should be to expose students to what historians do. Many people have the misperception that history is simply remembering facts, names, dates, places, etc. To be sure, we will be learning history, but we will also be doing much more than that. History is a discipline that entails learning how to review and marshal evidence in a manner that offers insightful, fair, and well-grounded evaluations of events, issues, and people. To that end, we will read interpretive works by historians that may serve as models of how--or how not—to write good history. At the same time, we will analyze documents created by the historical actors we will be studying. Along the way, we will be thinking historically by learning to understand the past and the people who inhabited it on their own terms while also recognizing how our views of the past are shaped by our own experiences. Throughout this process, we will also realize that "doing" history also can be quite fun.

Finally, whatever career you consider entering after college, you will need strong oral and written communication skills. The development of those skills therefore warrants substantial attention on our part. The assignments listed below will help improve your abilities to articulate ideas clearly and concisely.

Course Organization and Assignments

I have organized the class around a variety of formats and assignments to meet these objectives. Most classes will contain a mixture of lecture and discussion of the assigned material. You will not be able to learn effectively if you do not attend class and complete all assigned readings on a regular basis. You will take a map quiz, for which you will receive a study list. You will write a total of four papers. The first, a film review, will be relatively short, at 3-4 pages in length. The other three will be longer, at roughly 5-7 pages in length. Two of those three will ask you to make sense of the material we have been analyzing during the term. The third will ask you to analyze a current events or policy issue of your choice. Finally, you will have a “class journal” that you will keep in CANVAS. You will receive prompts for each entry, and they will ask you to reflect on readings, current events, campus events, class discussion, etc. I do reserve the right to change some portion of the “class journal” into unannounced pop quizzes in class if attendance or participation in class discussion wanes.

Grading

The assignments listed above carry the following weights in the final, overall grade:

Assignment	Percent of Grade
Map Quiz	10%
Class Journal	15%
Film Review	15%
Paper One	20%
Paper Two	20%
Current Events Paper	20%

We will base letter grades on papers on three major, closely related criteria:

- Evidence--how good is your command and deployment of the relevant course material, and are you employing the best evidence available to make your points;
- Interpretation—have you developed an argument or point of view that is pertinent to the

- issue at hand, and that has breadth, coherence, and insight; and
- Expression (style)--is the prose (writing) clear, concise, and engaging?

We will evaluate these criteria equally, and they will translate into letter grades as follows:

- A—Excellent: Your work is outstanding in all three areas. It offers an integrated, insightful argument based on ample, sound evidence and is written in clear and engaging prose.
- B—Good: Your work is strong in all three areas, or is outstanding in one area while having significant weaknesses in another.
- C—Average: Your performance is adequate in one or more areas, but also has significant weaknesses in others, leaving the presentation fragmented, murky, or narrow.
- D—Poor: Your work demonstrates notable weaknesses in all three areas. Remedial work may be needed to improve substantive understanding or basic communication skills.
- E—Unacceptable: Your work has serious flaws in all areas, or demonstrates limited engagement in the assignment.

Participation grades will rest on discussions of the readings and engagement in class activities. Adequate in-class participation will indicate that you did the readings and were actively engaged in discussion. If you have questions about how we are evaluating participation or if you feel uncomfortable speaking in front of others, please see me as early in the semester as possible.

We will assign letter grades for papers and for final course grades according to the following numerical scales:

Letter Grade	Numerical Paper Grade	Numerical Final Grade	GPA Equivalent (Final Grades)
A	95	93 and above	4.0
A-	91	90-92	3.67
B+	88	87-89	3.33
B	85	83-86	3.0
B-	81	80-82	2.67
C+	78	77-79	2.33
C	75	73-76	2.0
C-	71	70-72	1.67

D+	68	67-69	1.33
D	65	63-66	1.0
D-	61	60-62	0.67
E	Below 60 (varies on case by case basis)	Below 60	0.0
E1		Stopped attending or participating prior to the end of class	0.0
I		Incomplete (Note: I rarely agree to these)	0.0

Concerns about grades on specific assignments will be handled in the following manner. We will observe a "twenty-four hour rule" when grades are released on CANVAS. In short, this means that we are happy to entertain questions about grades and comments on papers, but you must wait twenty-four hours from when grades are released to contact us. This rule allows those who graded the papers to get some much-needed rest and distance, while also allowing a potentially disappointed or upset student time to calm down. If you have concerns about a grade on an assignment, you must first speak with the individual who graded that assignment. If you still have questions following that conversation, you should feel free to see me, but please bring a clean hard copy of the assignment to your meeting with me. After speaking with you, I will read the clean copy first and then read the comments and evaluation of the original grader. You should not worry that you will be penalized for engaging in this process, as I will not reduce a grade that has been appealed (though I may or may not raise it). You should initiate the appeals process by contacting the original grader of the assignment within one week of when grades are released. For further information on University grade policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Policies and Expectations

History classes are most rewarding when you interact with the course material, each other, and me on a sustained and regular basis. Effective class participation (see above) is therefore essential. You can expect an atmosphere in which everyone exchanges ideas in a thoughtful and respectful manner. It also is important to note that many of you will hold very strong opinions about the issues we will be discussing during the term. I encourage reasonable disagreement, lively debate, and the challenging of assumptions and preconceptions as long as we all remain respectful of one another. Being respectful includes listening carefully to the views of others as well as articulating your points as clearly and concisely as possible. No student should attempt to dominate discussion or engage in lengthy monologues or diatribes.

At the same time, you are expected to attend all class sessions and to be respectful of yourself, other students, the graders, and me at all times. In addition to arriving in a timely manner, this includes, but is not limited to, refraining from texting, playing cell phone or computer games, checking email, surfing the web, reading newspapers or other non-course related material, and other distracting behavior. We will remind students of these general guidelines as necessary, and we will ask students who fail to observe them to leave class. Students who persist with such behavior will receive grade penalties.

I will post assignment guidelines at least two weeks before each assignment due date. You are expected submit papers electronically through the CANVAS course management system. We will accept papers up to one week after the due date, but with a significant penalty for each day they are late. We will return graded papers no more than two weeks after the submission deadline (or within two weeks of a late submission). We will handle requests for extensions and make-ups on a case-by-case basis, and please be aware that in most instances we will require valid and verifiable documentation. Please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> to review University policies on attendance and absences.

Cheating in any form undermines the integrity and mutual trust essential to a community of learning and places at a comparative disadvantage those students who respect and work by the rules of that community. It is understood that any work you submit is indeed your own. Plagiarism—that is, lifting without giving credit from something someone else has written such as a published book, article, or even a student paper—is forbidden and is, in most cases, fairly easily detected. There are other, more obvious forms of academic dishonesty, such as turning in work completed by someone else, bringing inappropriate notes into an exam, and offering or receiving whispered, signaled, or other forms of assistance during an exam. Working with fellow students in study groups or in the proofreading, editing, and revising of papers is not only acceptable but also encouraged, as long as you are refining ideas that are essentially your own. Included within this definition of academic integrity is the assumption that all documents and excuses provided as explanations for late or missed assignments have not been falsified. More specifically, UF students are bound by The Honor Pledge, which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me. Please review the University’s policies regarding student conduct and conflict resolution more generally here: <https://sccr.dso.ufl.edu>.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Please do not hesitate to contact me or the graders at any point during the semester with any individual concerns or issues you may need to discuss. It is best for all parties if this is done as early in the semester as possible. Problems are much easier for us to address if we know about them sooner rather than later, and can be particularly difficult to handle if left until exam week or after final grades have been submitted. I will also note that I am deeply attentive to and concerned about the health and wellness of all members of the UF community, and particularly students. Please see below several resources that are available for you should you want or need them:

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- *University Police Department*: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, ufhealth.org/emergency-room-trauma-center.

Finally, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Readings

The following two books are required for this course. They both have been listed on the text adoption website. You may access (purchase, rent, borrow, etc.) any edition—including electronic—of these.

- Peter Hahn, *Crisis and Crossfire: The United States and the Middle East since 1945* (Potomac Books, 2005).
- Douglas Little, *Us Versus Them: The United States, Radical Islam, and the Rise of the Green Threat* (The University of North Carolina Press, 2016).

There will also be a variety of readings assigned electronically, either as direct internet links, as citations to journals that can be located in UF's Libraries online databases, or as files uploaded onto CANVAS. Completing all of these readings (unless identified as "optional" or "recommended") is vital for success in the class, both in terms of your grade and your experience. Finally, I expect you to keep up with current events, as we will regularly integrate them into our class discussions.

Course Schedule

Date	Topic	Assignment
Tuesday 7 Jan.	Course Introduction	
Thursday 9 Jan.	The World Wars and Their Legacies Readings: <ul style="list-style-type: none"> • Excerpt from Jacobs, <i>Imagining the Middle East</i> • Jacobs, "From Sideshow to Center Stage" • Hahn, <i>Crisis and Crossfire</i>, pp. xvii-18 and 137-139 	
Tuesday 14 Jan.	The Rise of Big Oil Readings: <ul style="list-style-type: none"> • <i>Saudi Aramco World</i> 1984 Retrospective on the Early Oil Years 	
Thursday 16 Jan.	The Creation of Israel Readings: <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, pp. 19-34 and 140-142 	
Tuesday 21 Jan.	Culture, Perceptions, and U.S.-Middle East Relations Readings: <ul style="list-style-type: none"> • Melani McAlister, Excerpt from <i>Epic Encounters</i> • Michelle Mart, "Tough Guys and American Cold War Policy" • Little, <i>Us Versus Them</i>, xi-52 	
Thursday 23 Jan.	Iran, Nationalism, and Oil Readings: <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, pp. 35-46 and 143-146 • Summary of Secret CIA History of the 1953 Iran Coup-- Note--Read the overview on the main page and then scroll to the table of contents and read the "Historian's Note," "Summary," and "Appendix A," about 20 pages total. Feel free to peruse the remainder of the document at your leisure. 	
Tuesday 28 Jan.	Nasser, Suez, and Arab Nationalism	Film Review Due
Thursday 30 Jan.	Modernization Theory and U.S.-Middle East Relations in the 1960s Readings:	

	<ul style="list-style-type: none"> • "The Roots of Arab Resistance to Modernization" 	
Tuesday 4 Feb.	<p>The United States and the Arab-Israeli-Palestinian Conflict in the 1960s</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, pp. 47-68 and 147-162 	
Thursday 6 Feb.	<p>War and Peace, 1967-1979</p> <p>Readings:</p> <ul style="list-style-type: none"> • Documents on the Camp David Accords 	
Tuesday 11 Feb.	Catch-up/Review Day/Map Quiz	Map Quiz
Thursday 13 Feb.	<p>The United States and Iran in the 1970s</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, pp. 69-86 • Material on U.S. military and nuclear aid to Iran • Diary of a Hostage--Scroll to the bottom of the page and read at least 20 entries, with at least 5 from each part. 	
Tuesday 18 Feb.	Afghanistan	Paper One Due
Thursday 20 Feb.	<p>Oil Shocks and Energy Crises in the 1970s</p> <p>Readings:</p> <ul style="list-style-type: none"> • U.S. reactions to the formation of OPEC--read pp. 274-280 • "Unsheathing the Political Weapon," <i>Time</i>, 29 October 1973 • Richard Nixon, The Energy Emergency • Jimmy Carter, The Energy Problem • Ronald Reagan's National Energy Policy • Walter Kirn, "Why I Luv My SUV," <i>Time</i> 	
Tuesday 25 Feb.	Reagan and the Middle East, I	
Thursday 27 Feb.	<p>Reagan and the Middle East, II</p> <p>Readings:</p> <ul style="list-style-type: none"> • Documents on the Iran-Contra Scandal--Note--Read the general overview, then scroll down and read the documents, especially 12 to 20. 	
Tuesday- Thursday 3-5 Mar.	NO CLASSES—SPRING BREAK	
Tuesday 10 Mar.	<p>The 1991 Gulf War</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, pp. 105-115 and 170-173 • President George H.W. Bush and Brent Scowcroft, "Why We Didn't Go to Baghdad" 	

	<ul style="list-style-type: none"> • Little, <i>Us Versus Them</i>, 53-90 	
Thursday 12 Mar.	<p>Dual Containment and Its Problems</p> <p>Readings:</p> <ul style="list-style-type: none"> • Little, <i>Us Versus Them</i>, 91-128 • A Plan of Action (1992) • Project for a New American Century, Letter to President Clinton, 1998 • President Clinton Explains Strikes on Iraq, 1998 	
Tuesday 17 Mar.	<p>The Oslo Peace Process and the Arab-Israeli-Palestinian Conflict in the 1990s</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, pp. 87-104 and 162-169 	
Thursday 19 Mar.	<p>After Oslo</p> <p>Readings:</p> <ul style="list-style-type: none"> • David Shyovitz, "Camp David 2000" • Robert Malley and Hussein Agha, "Camp David: The Tragedy of Errors" • Robert Wright, "Was Arafat the Problem?" • BBC, "History of Failed Peace Talks" • Please read these two short essays from <i>Foreign Policy</i> and <i>Foreign Affairs</i>, respectively, that I have combined into a single document. • TBA on the U.S. Embassy and/or settlements 	
Tuesday 24 Mar.	Catch Up/Review Day	
Thursday 26 Mar.	<p>The United States and Islam before 9/11</p> <p>Readings:</p> <ul style="list-style-type: none"> • Excerpt from Jacobs, <i>Imagining the Middle East</i> • Sayyid Qutb in the United States • Excerpt from Sayyid Qutb, <i>Milestones</i> • Ussama bin Laden, Interview with John Miller (1998) • Ussama bin Laden, Fatwa (1998) 	
Tuesday 31 Mar.	9/11	Paper Two Due
Thursday 2 Apr.	<p>After 9/11: Afghanistan and Iraq</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hahn, <i>Crisis and Crossfire</i>, 115-135 and 173-181 • Little, <i>Us Versus Them</i>, 129-172 • Excerpt from Melani McAlister, <i>Epic Encounters</i> • President George W. Bush, Speech to Congress, 20 September 2001 • Michael H. Hunt, "In the Wake of September 11th" • Project for a New American Century Letter to President 	

	<p>Bush, September 2001</p> <ul style="list-style-type: none"> September 2002 National Security Strategy--You Must Read Sections V, VII, IX (about 10 pages of the 31 pages-- read the rest if you wish) "Key Judgments" Section from October 2002 National Intelligence Estimate on Iraq 	
Tuesday 7 Apr.	<p>"Surging" in Iraq and Afghanistan</p> <p>Readings:</p> <ul style="list-style-type: none"> Statement Announcing the Iraq Surge Jeb Bush on the Iraq Surge Peter Beinart, "The Surge Fallacy," <i>The Atlantic Monthly</i> (September 2015) Rajiv Chandrasekaran, "The Afghan Surge is Over: So Did It Work?" 	
Thursday 9 Apr.	<p>Obama, The Arab Spring, ISIS, and Iran</p> <p>Readings:</p> <ul style="list-style-type: none"> Little, <i>Us Versus Them</i>, 173-210 Graeme Wood, "What ISIS Really Wants" and reactions TBA 	
Tuesday 14 Apr.	<p>From Obama to Trump</p> <p>Readings:</p> <ul style="list-style-type: none"> Little, <i>Us Versus Them</i>, 211-245 Marc Lynch, "Obama and the Middle East" Daniel Byman, "Beyond Counterterrorism" Debating the Iran Nuclear Deal 	
Thursday 16 Apr.	<p>The Trump Administration and the Middle East</p> <p>Readings:</p> <ul style="list-style-type: none"> TBA 	
Tuesday 21 Apr.	<p>Course Conclusion: On Legacies, Meanings, and Memorials in U.S.- Middle East Relations</p>	Final Class Journal Entry
Thursday 30 Apr.	<p>Current Events/Policy Paper Due by 12:30 pm</p>	Paper Three Due