Should match course number on form, line 2, unless it is a revision

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

HIS 485: Cold War and the Middle East

Credit Hours: 4
Term Year: Spring 2014
Class time and location: MW 4-5:40pm in Brookens 371

Should match credit hours on form, line 7

Instructor: Dr. Barnwell
Office Hours: W 1-3, or by appointment
Office: UHB 3070
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Email: kbarn2@uis.edu

REQUIRED SECTION

Course Description

When speaking of the Cold War, we usually speak of a world divided by two global powers: the United States and the Soviet Union. This framework, though, limits peripheral states to passive powers subject to the whims of the United States and Soviet Union. Such an approach limits our ability to understand the active roles smaller nations played in the global politics of the Cold War era. We will study one of those regions, the Middle East, in greater detail in an effort to gain a greater understanding of the ways in which political, economic, cultural and other aspects of society in the region interacted with the US and USSR. We will ask a variety of questions about the approach to history in this era, especially: Was there a "Cold War" in the Middle East?

Course Objectives/Learning Outcomes

REQUIRED SECTION

Students who successfully complete this course will

1. Gain a greater understanding of the ways in which historians approach the subject of the Cold War in the Middle East;
2. Learn to analyze primary source materials on an individual and more holistic level;
3. Learn to do academic research, using primary source materials;
4. Improve their writing skills through the production of a 12-15 pp. research paper, including drafting, work shopping, and revising;
5. Gain experience presenting research through formal presentations of research at the end of the semester.

Course Expectations

The success of this course depends on an atmosphere of mutual respect. Out of respect for myself and your fellow students, I expect everyone to come to class regularly and on time, prepared to participate in discussion and in-class activities, as well as pay attention in lecture. All

Reasonable accommodations are available for students who have a documented disability. A documented disability can include: physical, psychological, chronic health, vision, hearing, learning, traumatic brain injury, Asperger's Syndrome and/or autism, cognitive, and A.D./H.D.D. Please notify the instructor during the first week of class of any accommodations needed for the course. While O.D.S. does accept late applications, accommodations are not retroactive. All accommodations must be approved through the Office of Disability Services (ODS) (217-206-6666), HRB 80.

cell phones should be silenced and put away during class. **The Barnwell Rule:** Anyone whose phone rings in class will be asked to leave for the remainder of the class period, forfeits attendance points for that day, and is responsible for making up any material he/she misses. In return, students should expect me to come to class on time, to return graded assignments promptly, and to convey information clearly and coherently. Additionally, **I recognize that some of the topics in this course, and sharing and commenting on one another's work can elicit strong opinions and emotions; because I would like this class to serve as a forum for candid discussion where appropriate, it is important that everyone remain respectful of others' opinions.**

Should be consistent with UIS policy

UIS Academic Integrity Policy

The UIS policy on Academic Integrity states in part: "Academic integrity is at the heart of the university's commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity…. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members. Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost. You are responsible for understanding and complying with the policy, which is available at www.uis.edu/academicintegrity.htm.

On plagiarism, in particular: *UIS Academic Integrity Policy defines plagiarism as: "intellectual theft: the plagiarist presents work done by others as his or her own, in writing or orally. Plagiarism is failure to properly and appropriately reference and acknowledge the ideas and words of others. This includes website material used in written, oral, or multi-media presentations." Words and ideas that are not your own must be credited to the author—whether you are quoting directly or paraphrasing. When quoting directly, you must use quotation marks, quote accurately, and provide the bibliographic information in a footnote. When paraphrasing, you summarize the idea from the source using your own words, and must still provide the bibliographic information as you would with a direct quote.*

If caught plagiarizing a student may receive a 0 (zero) for the assignment and/or a failing grade for the semester. For more on how to avoid plagiarism, contact me with questions and/or visit the Center for Teaching and Learning at www.uis.edu/ctl/ for information.

Required Texts

REQUIRED SECTION

Rashid Khalidi, *Sowing Crisis: The Cold War and American Dominance in the Middle East* (2010).

Stephen Kinzer, *All the Shah's Men: An American Coup and the Roots of Middle East Terror* (2008).

Readings assigned via Blackboard.

Course books are available at the UIS bookstore online, in the Brookens Library, and for purchase at most book stores. Unless otherwise noted, BB readings should be printed out and brought to class. Electronic readers for BB materials are acceptable, but students must be able to easily and quickly find notes and appropriate page number references during discussion in class.

Should include an accommodation policy consistent with Office of Disability Services

Absences and Late Policy

Absences: Attendance in this class is required; students will be penalized for missing classes or coming to class late. Students who arrive late will lose partial credit. Absences cannot be made up. Excused absences are rare, indeed, and can be granted at my discretion for instances of illness or death in the family, and may require documentation, and will lead to a -1% reduction in your participation grade. Unexcused absences will lead to a -3% for your participation grade.

Late policy: Assignments must be turned in the day they are due at the beginning of class. Late assignments will receive a 10% deduction per day (24 hour period). If you have a planned absence, you are responsible for turning in your work in advance of the deadline.

REQUIRED SECTION (Requirements and Grading/ Evaluation)

Methods of Evaluation—Undergraduate Students

1. Attendance (10%): This course is run largely as a seminar-style course; this means that student participation and discussion are an essential element of the classroom. Student absences will result in a deduction in the total participation grade (-1% for excused absences, -3% for unexcused absences).
2. Questions for class (5%): On days assigned to you, you are responsible for emailing questions about the reading in advance of class in order to help spark discussion over the readings. These are graded on a credit/no credit basis; handout provided in class.
3. Book review of *All the Shah's Men* (10%): A 2-3pp. book review; handout provided in class.
4. Comparative book review of two books related to your research topic (15%); building on the previous book review assignment, you will produce a 3-5pp. book review comparing two books, preferably with different approaches, arguments, etc., related to the topic you are writing about. A handout will be provided in class.
5. Paper project (60% total) as distributed in the following manner:
   - Bibliography and paper proposal (10%): A bibliography of secondary and primary source materials properly formatted in Turabian Style, including at least 10 sources; a 3 page paper proposal describing your topic, research question and proposed argument, and analyzing your primary and secondary source materials' strengths and weaknesses.
   - Draft (7-10pp.) (5%, credit or no-credit): Students will submit a draft of their research paper, properly formatted for review by fellow students and by me.
   - Peer review (10%): Students will perform a peer review of 1-2 classmates' papers using the class handout. The grade will be assigned to the reviewer based on quality of feedback and constructiveness of criticism.
   - Paper presentation (15%): Students will present their research conference-style, with panels organized on a theme by me.
   - Final paper (20%): a 12-15pp. research paper based largely on primary sources and supplemented with secondary sources. The paper should be properly formatted, follow Turabian Style guidelines, present a cogent argument, and reflect the peer review process.

Should sum to 100%

Must include the additional requirements for graduate students if mixed (400-level) class

Methods of Evaluation—Graduate Students

Graduate students taking this course for graduate credit are expected to perform additional work commensurate with a graduate-level course load. In addition to one extra assignment and a longer final paper, the expectation of quality for graduate-level work is higher than that of undergraduate work on the same assignments. Graduate students in the history program must receive a full B or above in the class in order for this to count for graduate credit.

1. Attendance (5%): This course is run largely as a seminar-style course; this means that student participation and discussion are an essential element of the classroom. Student absences will result in a deduction in the total participation grade (-1% for excused absences, -3% for unexcused absences).
2. Questions for class (5%): On days assigned to you, you are responsible for emailing questions about the reading in advance of class in order to help spark discussion over the readings. These are graded on a credit/no credit basis; handout provided in class.
3. Book review of *All the Shah's Men* (10%): A 2-3pp. book review; handout provided in class.
4. Comparative book review of two books related to your research topic (15%); building on the previous book review assignment, you will produce a 3-5pp. book review comparing two books, preferably with different approaches, arguments, etc., related to the topic you are writing about; handout provided in class.
5. Paper project (65% total) as distributed in the following manner:
   - Bibliography and paper proposal (10%): A bibliography of secondary and primary source materials properly formatted in Turabian Style, including at least 10 sources; a 3 page paper proposal describing your topic, research question and proposed argument, and analyzing your primary and secondary source materials' strengths and weaknesses.
   - Conference-style abstract (5%): Having completed your proposal, you will produce a 150-200 word abstract along the lines of a history conference Call For Papers.
   - Draft (10-12pp.) (5%, credit or no-credit): Students will submit a draft of their research paper, properly formatted for review by fellow students and by me.
   - Peer review (10%): Students will perform a peer review of 1-2 classmates' papers using the class handout. The grade will be assigned to the reviewer based on quality of feedback and constructiveness of criticism.
   - Paper presentation (15%): Students will present their research conference-style, with panels organized on a theme by me.
   - Final paper (25%): a 15-20pp. research paper based largely on primary sources and supplemented with secondary sources. The paper should be properly formatted, follow Turabian Style guidelines, present a cogent argument, and reflect the peer review process. It should also demonstrate a clear engagement with secondary source materials in framing the research problem

Grading Scale (all students)

A= 93-100%	B= 83-86%	C= 73-76%
A-= 90-92%	B-= 80-82	C-= 70-72%
B+= 87-89%	C+= 77-79%	D+= 67-69%
D= 63-66%	D-= 60-62%	F= =/<59%

Course activity should match course schedule type on form, line 10

Tentative Course Schedule

Date	Topic	Assignment
1/22	Introduction to the course	
1/27 (M)	The Ottoman Empire, The Great Game, and the Russian Rivalry	BB: "Legend of the Great Game" by Malcolm Yapp
Introduction to thinking about the Cold War in the Middle East		
1/29 (W)	Ways of thinking about the Cold War and the Middle East	Khalidi, preface-39
2/3 (M)	Ways of thinking about the Cold War and the Middle East	BB: "Introduction" by Ashton; "Introduction" by Sayigh and Shlaim; "The Middle East, the Great Powers, and the Cold War," by Fred Halliday Be prepared to discuss historiographical approaches of the different authors
2/5 (W)	Oil, the Middle East, and the Cold War	Khalidi, 40-69 BB: Example book reviews
2/10 (M)	Oil, the Middle East, and the Cold War	Kinzer, pp. ix-82 Be prepared to talk about general research topics
2/12 (W)	*Library Research Session*	Khalidi, 70-100
2/17 (M)	The Non-Alignment Movement	BB: "Third World Neutralism and British Cold War Strategy" by Ann Lane Kinzer, pp. 83-166
2/19 (W)	*All the Shah's Men:* Wrap up!	Kinzer, pp. 167-end Research project check-in
2/24 (M)		**Book review due: *All the Shah's Men*** Khalidi, 101-158
2/26 (W)	The Cold War in the Global Context	Khalidi, 159-200 BB: Selection from O. A. Westad *(The Global Cold War)*
Case Studies in the Middle East and the Cold War		
3/3 (M)	The Baghdad Pact	BB: The Baghdad Pact
3/5 (W)	The Baghdad Pact	BB: "The Baghdad Pact: Cold War or Colonialism?" by Richard L. Jasse; "Who's Sorry Now?" by Spencer Mawby
3/10 (M)	Intro to the Arab-Israel Conflict and the Cold War	**Paper proposal and bibliography due**
3/14 (W)	The Arab-Israel Conflict and the Cold War, cont.	BB: "Truman's Recognition of Israel," by Michael Ottolenghi; "The Soviet Role in the Emergence of Israel," by O. Smolansky

A schedule is not required, but there should be some description of learning activities and instructional methods

Date	Topic	Assignment
3/17-3/21	**Spring Break—No Class!**	
3/24 (M)	The Arab-Israel Conflict and the Cold War (II)	BB: "The Cold War and the Six Day War: US Policy Towards the Arab Israeli Crisis of June 1967" by Peter L. Hahn; "Crises of a Conservative State" by K. N. Barnwell; "The Cold War and the Soviet Attitude Towards the Arab-Israeli Conflict" by Galia Golan
3/26 (W)	Research check-in; *Fifty Days War*	**Comparative book review due** **Graduate students only: Abstract due**
3/31 (M)	Understanding Arab Nationalism in the Cold War Setting	BB: "Arab Nationalism and Soviet-American Relations," by F. Sayegh; "Perceptions and Reality" by Rashid Khalidi;
4/2 (W)	Understanding Arab Nationalism in the Cold War Setting	BB: "Pan-Arab Movement and the Influence of Cairo and Moscow," by Peter Sluglett; "Saddam Hussein, Western Imperialism and Arab Identity" by S. Muralidharan
4/7 (M)	The Suez Crisis	BB: "The Hijacking of a Pact" by Nigel Ashton;
4/9 (W)	The Suez Crisis	BB: "Soviet Union and the Middle East," by Saivetz; "Emergence of the United States as a Middle Eastern Power" by Diane Kunz;
4/14 (M)	TBD	**Paper drafts due**
4/16 (W)	Egypt-Syria-Iraq: The "other" Cold War	BB: Kerr, *The Arab Cold War* (Selection)
4/21 (M)	Egypt-Syria-Iraq: The "other" Cold War (cont.)	**Peer review feedback due** BB: Kerr, *The Arab Cold War* (Selection)
4/23 (W)	**No class meeting: student conferences with Dr. Barnwell**	
4/28 (M)	The Gulf States and the Cold War: Yemen and the Persian Gulf	BB: "Britain's Last Imperial Frontier," by S. Mawby; "Kennedy Administration and the Egyptian-Saudi Conflict in Yemen" by F. Gerges; Hurewitz
4/30 (W)	Does it matter?	BB: "Cold War, Post-Cold War…" by Karsh
5/5-5/7	**Class Conference: Student Panel Presentations**	
Finals week: Papers due 5/14 no later than 5pm.		