Seminal events that you will examine include US competition with the Soviet Union for clients and allies in the Middle East and Persian Gulf; American efforts to satisfy the competing demands of Arab and Jewish nationalism; US meddling in revolutionary nationalist movements such as those in Iran, Iraq and Libya; rising American dependence on Middle East/Persian oil from the 1960s onward; the oil crises of the 1970s, the Middle East peace process following the Six Day War of 1967, the Palestinian nationalist movement from the 1970s; the Soviet-Afghan War and Iran-Iraq War of the 1980s, the first Gulf War of 1991, the rise of Al Qaeda from the late 1980s, the terrorist attacks on the US of September 11, 2001, and the subsequent American invasions of Afghanistan and Iraq that have now become the longest wars that the US has ever been embroiled in.

Intended Learning Outcomes
By the end of this course, you (as a student) would be able to:

1. Identify and describe the key arguments of major works (i.e. secondary sources) in the field of US-Middle East history.
2. Produce work (oral and written) that employs key analytical approaches and major events in the history of US-Middle East relations.
3. Compare and critique the roles played by the United States, regional actors and external powers in the major developments of the Middle East and adjacent Muslim-majority nations.
4. Analyze the links between US-Middle East relations and world history (e.g. the global Cold War, the world energy crisis, the rise of militant Islamic movements, etc).

Course Materials
The bulk of our assigned readings will be in the form of articles or chapters from books. These will either be available on NTU Learn or in e-book format (denoted by *) through the NTU Library. There are “Background Readings” included in several weeks of assigned readings. These readings are strictly optional.

Douglas Little’s *American Orientalism: The United States and the Middle East since 1945*, 3rd Edition (UNC Press, 2008) is the source of many assigned readings and a valuable text for background reading. At least one copy is available in the library and limited copies are for sale at the NTU bookshop. It will also be available as an e-book through NTU Library.
## ASSESSMENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Team/ Individual</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Discussion</td>
<td>20%</td>
<td>Individual</td>
<td>Students will contribute to discussions of each week’s assigned readings and respond to instructor’s questions.</td>
</tr>
<tr>
<td>Review Essay</td>
<td>15%</td>
<td>Individual</td>
<td>Students will write an 500-word essay that puts a scholarly article (provided) in conversation with the assigned readings from ONE of the selected weeks (Week 6, 7, 9, 10). Due ONE WEEK From Date of Discussion.</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>25%</td>
<td>Individual</td>
<td>Using the assigned readings, students will write an 800-word essay that narrates the history of US-Middle East relations from the viewpoint of the nations of the Middle East/ adjacent Muslim-majority countries. Date Due: 9 October 2018 (hardcopy in class; submission via Turnitin by 5:00pm)</td>
</tr>
<tr>
<td>Presentation and Final Paper</td>
<td>40%</td>
<td>Team</td>
<td>The final assignment has THREE components:</td>
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<td>As a team, students will (1) write a 1-page recommendation (500-words) for US policy toward the Middle East based upon a critical historical juncture in US-Middle East relations, (2) present the recommendation in our final class (and answer questions), and (3) write a final paper of 2,000 words that includes a revised recommendation (500 words) and an explanation of the value of the proposal to US relations with the modern Middle East.</td>
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<td>Note: The Final Assignment Package (with full instructions) will only be made available after Week 3’s Add/Drop. Recommendations due: To circulate to rest of class by 7 November, 12:00pm. Presentations/ Discussion: 13 November Final Paper: 27 November 2018, (Hardcopy at 12:00 PM; Electronic submission via Turnitin at 5:00 PM)</td>
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</table>

**Total 100%**

## WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>- James L. Gelvin, “Chapter 17: The United States and the Middle East”; “Chapter 18: Israel, the Arab States and the Palestinians”; “Conclusion”, The Modern Middle East, 257-277; 300-306. *</td>
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<td></td>
<td></td>
<td>- Ian Lustick, “The Balfour Declaration a Century Later:</td>
</tr>
</tbody>
</table>
• Melani McAlister, “Introduction: Middle East Interests” in *Epic Encounters: Culture, Media and US Interests in the Middle East since 1945* (UC Press, 2001), 42pp. * |
| 4. (4 Sep) | The US, the House of Saud, and Middle East Oil | • Douglas Little, “Chapter 2: Opening the Door: Business, Diplomacy, and America’s Stake in Middle East Oil,” *American Orientalism*, 43-76, 34pp. *  

**Background:**  
| 5. (11 Sep) | Students’ Union Day. No Class. | |

**Article provided:**  

**Review Essay (hardcopy) on this topic due 25 Sep in class; electronic submission due 5:00pm via NTU Learn.** |
• Rammy Haija, “The Armageddon Lobby: Dispensationalist Christian Zionism and the shaping of |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Articles/Reading Material</th>
</tr>
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<tbody>
<tr>
<td>8. (9 Oct)</td>
<td>Al-Nakba, Palestine and Reordering the Middle East Crisis in the 1970s</td>
<td></td>
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</table>

**NOTE:** Narrative Essay due on 9 Oct: hardcopy in class (9:30am) and electronic submission via NTU Learn (5:00pm)

| 9. (16 Oct) | America and the Gulf: Iran and Iraq |  

Article provided:  

**Background (Optional):**  

**Review Essay due 23 Oct, hardcopy in class (9:30 am) and electronic submission via NTU Learn (5:00 pm)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Articles/Books</th>
</tr>
</thead>
</table>
**Article provided:**  
**Background:**  
| 13. (13 Nov)  | Group Presentations for Final Project/ Discussion / Review | **Final Project Essay, Due 27 November 2018, 12:00 PM**  
(via Turnitin and Hardcopy to instructor’s mailbox, HSS 5th Floor) |

**Course Policies and Student Responsibilities**

**General**
Students are expected to complete all assigned pre-class readings and activities, attend all lectures and tutorials punctually and submit all scheduled assignments by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. Students are expected to participate in all tutorial discussions.

**Absenteeism**
This course requires you to be in class to contribute to discussions and team presentations. These
in-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

Late Policy
Late written work will be penalized. The penalty is active once the piece is 1 hour late. At this point, the essay will immediately lose one letter grade. Following, the essay will be docked a letter grade for each day (i.e. 24 hours) it remains overdue. For example, an essay that is 2 days late should have scored an A (if it had been on time), will receive no higher than a C grade. Extensions may be granted in some special cases, but not within one week of the deadline.

Plagiarism and Cheating
Universities consider using the works of others without properly acknowledging that use (that is, copying) to be “cheating.” In this course, such behavior will result in a score of zero on the assignment in question. In accordance with school policy, I will also report egregious cases to the university to be placed on record in your academic file. Learn how to cite the work of others properly. If in doubt, ask.

Academic Integrity
Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website (http://www.ntu.edu.sg/ai/Pages/academic-integrity-policy.aspx) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.