

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	History	College/School	CLA
Prepared by	Laura Schneider	Phone	907-474-7126
Email Contact	<u>llugar@alaska.edu</u>	Faculty Contact	Walter Skya

1. COURSE IDENTIFICATION:

Dept	HIST	Course #	329	No. of Credits	3
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COURSE TITLE	History of the Middle East
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input type="checkbox"/>			FREQUENCY OF OFFERING	<input type="checkbox"/>
CREDITS (including credit distribution)	<input type="checkbox"/>			COURSE CLASSIFICATION	<input type="checkbox"/>
CROSS-LISTED	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600)	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
OTHER (please specify)	<input type="text"/>				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check one)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)	<input type="text"/>					
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture					

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities	<input type="checkbox"/>	N = Natural Science	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	Natural Science, Format 8	<input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum

number of credit hours that may be earned for this course?

CREDITS

6. *CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits*

HIST F329 History of the Middle East (s)
3 Credits Offered As Demand Warrants
General survey of the Middle East from the rise of Islam to contemporary conditions. Includes classical Islam, the decline of the Ottoman Empire, modernization, European colonial influences, the Arab-Israeli conflict, political movements within the Islamic world, the position of women in Middle Eastern societies, petroleum politics and explorations of Middle Eastern culture. Recommended: HIST F100X. (3+0)

7. *COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.*

HIST F429 History of the Modern Middle East (s)
3 Credits Offered As Demand Warrants

~~General survey of the Middle East from the rise of Islam to contemporary conditions. Includes classical Islam, the decline of the Ottoman Empire, modernization, European colonial influences, the Arab-Israeli conflict, political movements within the Islamic world, the position of women in Middle Eastern societies, petroleum politics and explorations of Middle Eastern Culture. Recommended: HIST F100x.~~ An advanced survey of the modern Middle East from the 19th century to the present. It will focus on the birth of the modern Middle Eastern states out of the collapse of the Ottoman Empire and the Oajar Dynasty, and the impact of Western colonial powers on Middle Eastern societies and culture. Special attention will be given to the birth of modern secular Turkey, Egypt under military governments for the past half-century, and the Iranian Revolution of 1979. The partition of Palestine. The origins of the Jewish state, and the impact of the on-going Israeli-Palestinian conflict on the political dynamics of the entire Islamic world will also be carefully examined. The contestation between secular nationalisms and religious nationalisms as well as trans-national Islamic movements will also be given special attention. The impact of radical Islam on the other non-Western countries will be discussed. (3+0)

8. *IS THIS COURSE CURRENTLY CROSS-LISTED?*

YES/NO No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. *GRADING SYSTEM:*

LETTER: X

PASS/FAIL:

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact is expected

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>
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Course consistent with current offerings served by library collection.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

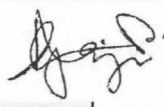
Graduate students will be able to use the upper division credits from the course to complete degree requirements/electives.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

History of the Middle East (HIST 329) has not been offered by the History Department since Spring 2007, and was accordingly dropped from the UAF course catalog. However, I strongly feel that the Middle East is an important area of the world that needs to be covered by the History Department. I revived History of the Middle East in Fall 2013 and taught it as a 400-level special topics course title "Modern Middle East" (HIST F434). I also taught a 600-level independent study graduate course on the Middle East (HIST F697) titled "History of Religious Extremism and Terrorism" in Spring Semester 2015. In short, my course offerings on the Middle East as they are now set up are geared for 400-600 level courses (but to clarify, this is not a stacked course).

APPROVALS:

	Date	9/28/09
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		
Offerings above the level of approved programs must be approved in advance by the Provost.		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

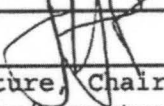
ADDITIONAL SIGNATURES: (If required)

	Date	
Signature, Chair, Program/Department of:		

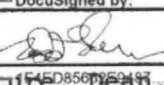
	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	9-4-15
Signature, Chair, Program/Department of: HISTORY		

<small>DocuSigned by:</small> Rob Duke	Date
Signature, Chair, College/School Curriculum Council for:		

	Date
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)	Date
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair	Date
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of:	Date
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Signature, Chair, College/School Curriculum Council for:	Date
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Signature, Dean, College/School of:	Date
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Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

HISTORY F429
**HISTORY OF THE
MODERN MIDDLE EAST**

Dr. Walter Skya
Director, Asian Studies
Associate Professor, Department of History
Gruening Hall, Room 605C
University of Alaska Fairbanks
Fairbanks, AK 99775-6460
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Spring 2017

Description: History of the Modern Middle East (s) 3 Credits 3 Credits
Offered As Demand Warrants

On September 11, 2001, Muslim militant fundamentalists hijacked four airliners and turned them into missiles and attacked the World Trade Center buildings in New York, the center of world capitalism, and the Pentagon, the nerve center of the United States military. The American people were shocked and dumbfounded. Many saw it as a second “Pearl Harbor.” However, these attacks were related to other horrific events around the globe, and such violence against America should have been anticipated had the American public been more keenly aware of recent modern Middle Eastern history. Violence in the name of Islam has occurred around the world, including in countries such as India, Pakistan, Philippines, Thailand, Indonesia, Mali, Somalia, Egypt, Iraq, Algeria, Libya, Israel, Syria, Lebanon, Nigeria, Sudan, Netherlands, United Kingdom, France, Germany, Spain, Denmark, Russia, Afghanistan, and Japan. What are the historical forces that have been driving violence and terrorism originating from the Middle East?

This is a course on the modern Middle East from the 19th century to the present. It will focus on the birth of the modern Middle Eastern states out of the collapse of the Ottoman Empire and the Qajar Dynasty, and the impact of Western colonial powers on Middle Eastern societies and culture. Special attention will be given to the birth of modern secular Turkey; Egypt under military governments for the past half-century; the Iranian Revolution of 1979; the culture of Islam and the theology/ideology of radical militant Islam; the relationship between Saudi Arabia and America; and the George W. Bush administration’s decision to go to war against Iraq’s Saddam Hussein. The partition of Palestine, the origins of the Jewish state, and the impact of the on-going Israeli-Palestinian conflict on the political dynamics of the entire Islamic world will also be carefully examined. Still more, the contestation between secular nationalisms and religious nationalisms as well as trans-national Islamic movements will also be given special attention. Finally, the impact of radical Islam on the other non-Western countries will be discussed.

Course Schedule

This class meets every Monday evening, 5:50 PM -8:50 PM, in the Gruening Building, Room #401, for a total of 14 sessions, the first session starting on January 25 and the last session ending on May 2.

Office Hours

Mondays: 11:30 AM - 12:00 NOON
9:00 PM – 9:30 PM

Fridays: 11:30 AM – 12:30 PM

And by appointment.

Technology Requirements

Students must have access to a computer and have a University of Alaska email address.

Required Texts/References

This course requires the purchase of the following texts:

- 1) William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*
- 2) M.A.S. Abdel Haleem translation, *The Qur'an*,
- 3) Ilan Pappé, *The Ethnic Cleansing of Palestine*
- 4) Johannes J.G. Jansen, *The Neglected Duty: The Creed of Sadat's Assassins*
- 5) Robert Baer, *Sleeping with the Devil: How Washington Sold Our Soul for Saudi Crude*
- 6) Michael Isikoff and David Corn, *HUBRIS: The Inside Story of Spin, Scandal, and the Selling of the Iraq War*
- 7) Ayaan Hirsi Ali, *Nomad: From Islam to America: A Personal Journey Through the Clash of Civilizations*

Course Work/Expectations

Grades will be based on the following: attendance/class participation (20 points), 3 in-class presentations of 10-15 minutes (50 points each), a midterm paper of 5-7 double-spaced typed pages (50 points), and a final paper of 8-10 double-spaced typed pages in lieu of a final exam (100 points).

Assignment	Points	Total Points
3 In-Class Presentations	50 Pts. Each	150 Pts.
Midterm Paper	50 Pts.	50 Pts.
Final Paper	100 Pts.	100 Pts.
Attendance/Class Participation	20 Pts.	20 Pts.
	Total:	320 Pts.

The final paper, due Tuesday, May 3, should be a paper on a major issue dealt with during this course. Topics for the midterm paper will be handed out two weeks before the due date. You are welcome to choose your own topic for the final paper—a topic relating to the Modern Middle East that has captured your interest and that has been approved by the instructor. No additional readings will be necessary for writing the final paper, however. All students will be expected to prepare for discussions on the assigned readings.

PRESENTATION RUBRIC:

25% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing <input type="checkbox"/> Evidence of preparation. <input type="checkbox"/> Appropriate application of aids, etc.	<input type="checkbox"/> Clear thesis and argument support in intro/closing <input type="checkbox"/> Delivery flawless <input type="checkbox"/> Uses support material to advance arguments	<input type="checkbox"/> Clear topic conveyed in intro/closing <input type="checkbox"/> Good presence but some flaws.	<input type="checkbox"/> Intro and closing present <input type="checkbox"/> Grace under fire	<input type="checkbox"/> Disorganized intro/closing <input type="checkbox"/> Time to call Heart Attack hotline
Communication				
<input type="checkbox"/> Speaking <input type="checkbox"/> Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Speaks clearly <input type="checkbox"/> Uses excellent grammar and appropriate word choices. <input type="checkbox"/> Shows strong evidence of practice (note cards) <input type="checkbox"/> Uses proper body language and eye contact	<input type="checkbox"/> Mostly speaks clearly <input type="checkbox"/> Mostly uses correct Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Audience sometimes strains to hear <input type="checkbox"/> Needs improvement <input type="checkbox"/> Needed more practice <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Audience cannot understand speaker <input type="checkbox"/> No evidence of Practice
Content				
<input type="checkbox"/> Information in presentation <input type="checkbox"/> Handout(s)	<input type="checkbox"/> All info covered <input type="checkbox"/> Clear and concise handout	<input type="checkbox"/> Covers info <input type="checkbox"/> Good handout	<input type="checkbox"/> Some info covered presentation <input type="checkbox"/> No handout but clear slides	<input type="checkbox"/> Inadequate info <input type="checkbox"/> No handouts and slides inadequate
(PowerPoint or Poster)				

<input type="checkbox"/> Neatness/Proofread <input type="checkbox"/> Creativity <input type="checkbox"/> Evidence of time and effort	<input type="checkbox"/> Impeccable Neatness/Proofread <input type="checkbox"/> Creative and Innovative Application of research <input type="checkbox"/> Represents a significant amount of time and effort	<input type="checkbox"/> Neat/mostly error free <input type="checkbox"/> Some insight evident <input type="checkbox"/> Clear indication of effort	<input type="checkbox"/> Some errors <input type="checkbox"/> Acceptable level of thought <input type="checkbox"/> Needs some work	<input type="checkbox"/> More errors than not <input type="checkbox"/> Little evidence of thought <input type="checkbox"/> Haphazard in appearance
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Course Goals/Student Learning Outcomes

Course goals include the following:

- 1) To acquire a basic understanding of the core elements of Islamic civilization
- 2) To understand how Middle Eastern nation-states emerged from the collapse of the Ottoman Empire and the Qajar Dynasty
- 3) To obtain a historical perspective on the complexity of problems currently facing Middle Eastern countries
- 4) To understand how European powers and the United State impacted events in the Middle East
- 5) To acquire an understanding of the historical forces driving radical Islam in the Middle East
- 6) To introduce the student to various historical methodologies through which to analyze events in the Middle East

By the end of this course, the student should be able to

- 1) Understand the nature and characteristics of premodern empires
- 2) Define and understand the nature of the modern nation-state
- 3) Acquire a conceptual framework through which to analyze the long-range historical processes involved in going from empires to nation-states
- 4) Understand the difficulties involved in moving from authoritarian governments to open pluralistic societies
- 5) Understand how political religions have emerged out of traditional religions traditions
- 6) Write a well-thought out historical argument
- 7) Have an understanding of international relations theory

Attendance and Class Participation

As indicated above, a part of your final grade will be based on class attendance and class participation. Accordingly, regular attendance and class participation are expected. Unexcused

absences will automatically begin to lower your grade 10 points for each missed session. Students are expected to be active participants in class discussions.

Academic Honesty

Students are expected to adhere to the Honor Code and follow university guidelines with regard to plagiarism.

UAF Help Desk

Visit <http://www.alaska.edu/oit> for updates on current network outages and news.

Reach the Help Desk at:

helpdesk@alaska.edu(907) 450-8312 fax

450-8300 voice (local Fairbanks)

(800) 478-8226 voice (outside of Fairbanks)

DISABILITIES SERVICES

The UAF Office of Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit their web site

(<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail (fydso@uaf.edu).

COURSE OUTLINE

January 25 **Introduction to the Modern Middle East Origins and Development of Islamic Civilization to the 18th Century**

A. The Rise and Expansion of Islam

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Chapter 1, pp. 1-17.

B. The Development of Islamic Civilization to the Fifteenth Century

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Chapter 2, pp. 18-33.

C. The Ottoman and Safavid Empires

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Chapter 3, pp. 34-52.

February 1 **Qur'an: The Supreme Authority in Islam**

A. Medinan Suras (Chapters)

Reading: *Qur'an*, M.A.S. Abdel Haleem translation, Suras (Chapters) 1-2, pp. 3-33.

B. Medinan Suras

Reading: *Qur'an*, M.A.S. Abdel Haleem translation, Suras 3-5, pp. 34-79.

C. Meccan and Medinan Suras (Chapters)

Reading: *Qur'an*, M.A.S. Abdel Haleem translation, Suras 6-9, pp. 80-127.

February 8 **Collapse of the Ottoman Empire and the Safavid and Qajar Dynasties**

A. Reform Movements in the Ottoman Empire

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapters 4-5, pp. 56-94.

B. Egypt and Iran in the Late Nineteenth Century

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapter 6, pp. 95-108.

C. Response of Islamic Society

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapter 7, pp. 109-121.

D. Era of the Young Turks and the Iranian Constitutionalists

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapter 8, pp. 122-136.

February 15 **End of the Ottoman Empire and the Struggle for Independence**

A. World War I and the End of the Ottoman Order

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapter 9, pp. 137-158.

B. Authoritarian Reform in Turkey and Iran

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Three, Chapter 10, pp. 162-178.

C. The Arab Struggle for Independence

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Three, Chapters 11-12, pp. 179-220

D. The Palestine Mandate and the Birth of the State of Israel

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Three, Chapter 13, pp. 221-251.

February 22 **Independent Middle East from the End of World War II to the 1970s**

A. Democracy and Authoritarianism: Turkey and Iran

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Four, Chapter 14, pp. 255-279.

B. Middle East in the Age of Nasser

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Four, Chapters 15-16, pp. 280-321.

C. Israel and the Palestinians from 1948 to the 1970s

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Four, Chapter 17, pp. 322-343.

February 29 **Ethnic Cleansing of Palestine**

A. Drive for an Exclusively Jewish State

Reading: Ilan Pappé, *The Ethnic Cleansing of Palestine*, Preface, pp. xi-xvii; Chapters 1-5, pp. 1-126.

B. Phony War and the Real War Over Palestine

Reading: Ilan Pappé, *The Ethnic Cleansing of Palestine*, Chapters 6-8, pp. 127-198.

C. Jewish Occupation and its Ugly Face

Reading: Ilan Pappé, *The Ethnic Cleansing of Palestine*, Chapters 9-12, pp. 199-256.

March 7 **Resurgence of Islam**

A. Iranian Revolution and the Revival of Islam

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Five, Chapter 18, pp. 347-368.

B. Egypt and Lebanon in the 1970s and 1980s

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Five, Chapter 19, pp. 369-392.

C. Islamic Militant Extremism

Reading: Johannes J.G.Jansen, *The Neglected Duty: The Creed of Sadat's Assassins*, Preface to the 2013 Reprint of *The Neglected Duty* (1986), Preface and Acknowledgments, Introduction, and Chapter 1, pp. vii-34.

March 14 **SPRING BREAK (NO CLASS)**

March 21 **Radical Islam and Terrorism**

A. Egypt's Al-Azhar University of Cairo

Reading: Johannes J.G.Jansen, *The Neglected Duty: The Creed of Sadat's Assassins*, Chapter 2, pp. 35-62.

B. Al-Azhar University Graduates: Shaykh ʿAbd al-Hamīd Kishk and Shaykh Muhammad Mutawallī Al-Shaʿrāwī

Reading: Johannes J.G.Jansen, *The Neglected Duty: The Creed of Sadat's Assassins*, Chapters 4-5, pp. 91-150.

C. Translation of Muhammad ʿAbd al-Salām Faraj's Text Titled *Al-Farīdah al-Ghā'ibah*

Reading: Johannes J.G.Jansen, *The Neglected Duty: The Creed of Sadat's Assassins*, pp. 151-229.

March 28 **Saudi Arabia, Syria, and Iraq**

A. Kingdom of Saudi Arabia, Kuwait, Oman and the Smaller Gulf States

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Five, Chapter 20, pp. 393-413.

B. Saudi Arabia and American Foreign Policy

Reading: Robert Baer, *Sleeping with the Devil: How Washington Sold Our Soul for Saudi Crude*, Prologue: The Doomsday Scenario, Chapters 1-12, Epilogue, Afterword, pp. xvii-223.

April 4

Consolidation of Authoritarian Rule in Syria and Iraq; Iran-Iraq War, 1980-1988

A. Consolidation of Secular Authoritarian Rule in Iraq and Religious Rule in Iran

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Five, Chapter 21, pp. 414-431.

B. Iran-Iraq War, 1980-1988

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Five, Chapter 21, pp. 431-437.

April 11

Palestinian Intifada, 1987-1991; Gulf Crisis of 1990-1991; From Desert Shield to Desert Storm; Israeli-Palestinian Relations since the Gulf War

A. Palestinian Intifada, 1987-1991; Gulf Crisis of 1990-1991; From Desert Shield to Desert Storm

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 22, pp. 441-462.

B. Israeli-Palestinian Relations Since the Gulf War

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 23, pp. 463-486.

April 18

Turkey, Iran, and Lebanon since the 1990s; American Policy-Making on the Middle East in the George W. Bush Administration

A. Turkey, Iran, and Lebanon

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 24, pp. 487-504.

B. America in the Middle East

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 24, pp. 505-517.

C. The George W. Bush Administration, Saddam Hussein, and Making a Case for War

Reading: Michael Isikoff and David Corn, *HUBRIS: The Inside Story of Spin, Scandal, and the Selling of the Iraq War*, Introduction & Chapters 1-4, pp.1-84.

April 25

The George W. Bush Administration's Selling of the Iraq War

A. Manufacturing a Case for War Against Saddam Hussein

Reading: Michael Isikoff and David Corn, *HUBRIS: The Inside Story of Spin, Scandal, and the Selling of the Iraq War*, Introduction & Chapters 5-10, pp. 85-190.

B. Bush Administration's Fabrications and Lies Exposed

Reading: Michael Isikoff and David Corn, *HUBRIS: The Inside Story of Spin, Scandal, and the Selling of the Iraq War*, Chapters 11-16, pp. 191-316.

May 2

Understanding the Muslim Mind and the Culture of Radical Islam

A. A Muslim Family

Reading: Ayaan Hirsi Ali, *Nomad: From Islam to America: A Personal Journey Through the Clash of Civilizations*, Introduction & Chapters 1-7, pp. xi-92.

B. Clash of Civilizations and the Opening of the Muslim Mind

Reading: Ayaan Hirsi Ali, *Nomad: From Islam to America: A Personal Journey Through the Clash of Civilizations*, Chapters 8-16, pp. 95-254.