

UNITED STATES AIR FORCE ACADEMY

DEPARTMENT OF HISTORY

HISTORY 375

MODERN MIDDLE EASTERN HISTORY

Syllabus

Spring 2009

January-May 2008

COURSE DIRECTOR

Dr. Jacob Abadi

Office: 6F131

Phone: 3/8612

I. Nature and Purpose of the Course

This course is a survey of the history of the Middle East and North Africa from the rise of the Ottoman Empire to the present. The course purpose is to provide the cadet a basic knowledge of the region's political, economic, social and cultural history. The course will examine major issues such as the impact of the rise of the Ottoman Empire on the Age of Discovery and the development of European and American Civilizations. Other phenomena such as Westernization, Nationalism, and Imperialism will be an integral part of the course. The course will also cover contemporary ideologies and trends in the Middle East. Topics such as Zionism, Pan-Arabism, and Fundamentalism will receive a substantial coverage. Major conflicts such as the Arab-Israeli conflict, the Iran-Iraq War and the Gulf War will be discussed in detail. In addition, the course will deal with contemporary economic and social issues such as wealth distribution in the Arab world, population control, gender issues, conflict between Islamic and western ideas and other issues.

II. Cadet Outcomes

Students in an advanced level of Middle Eastern studies will

- 1) Demonstrate acquisition of historical knowledge in Middle Eastern history.
Historical knowledge should include concepts in historiography and methodology of Middle Eastern history, names of the main figures in Islamic history, places in which major events took place, and dates of important events in the region.
- 2) Exhibit understanding of root concepts in Middle Eastern history and apply them to historical knowledge. Root concepts in Middle Eastern history are basic themes, such as the geographical characteristics of the region and their impact on its historical development; the uniqueness of the Islamic faith and its impact on the conflicts between the various ethnic and religious groups in the region, or the impact which personalities had on the course of events in the region.
- 3) Analyze established interpretation within a closed context and communicate analysis. Students should be able to effectively use class notes and material read in class in order to master the course material. They are expected to communicate their analysis verbally as well as in writing.
- 3) Formulate original concepts from acquired knowledge. Acquired knowledge includes information from the lectinar on the World of Islam which the cadets had already attended, as well as from other courses on the Middle East, outside reading and knowledge gained from travel to the region.
- 5) Frame an original argument from a closed context. Based on the reading and the material taught in class, cadets are expected to be able to frame an original argument with supporting facts, and figures when necessary. This particularly applies to the Arab-Israeli Conflict, where many students tend to formulate opinions regarding this issue without being able to support their arguments by facts and figures.
- 6) Frame an interpretive argument from an open context. The open context refers to an independent research of a topic chosen by the cadet. Cadets are expected to choose a topic and present a thesis which they intend to prove by well-reasoned argument and documentation to prove their point.

- 7) Judge multiple interpretations of historical events. Cadets are expected to understand that historical events may be interpreted differently by different historians. Thus for example, Arnold Toynbee's interpretation of Middle Eastern history is radically different from other interpretations. Cadets are expected to evaluate the merit of arguments made by different historians. Cadets may refute arguments made by other historians, however prominent these historians are, provided that they formulate their own interpretation based on facts and reason.

III. Course Objectives

The course's main objective is to enable the cadet to understand the major developments in an area so vital to American interests. Cadets will gain an understanding of the way individuals and groups in the Middle East interact. Also, they will understand the impact of European ideas and technology on the region. In addition, the course will assess the impact of Middle Eastern leaders on the destiny of their countries. Cadets will have the opportunity to develop their critical thinking skills and improve their ability to express themselves both orally and in writing. This will be particularly valuable to cadets who will have the opportunity to be stationed in the region. By the end of the course cadets will become familiar with the basic skills of historical research and documentation according the format prescribed in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th Edition. Chicago and London, 1996).

IV. Texts and Materials

1. Avineri Shlomo, The Making of Modern Zionism: The Intellectual Origins of the Jewish State, (New York: Basic Books, 1981).
2. Bickerton I.J. and Klausner C, A Concise History of the Arab-Israeli Conflict. (Englewood Cliffs, New Jersey: Prentice Hall, 2002).
3. Cleveland L. William, A History of the Modern Middle East. (Boulder, Colorado: Westview Press, 2000).
4. Khater Akram Fuad, Sources in the History of the Modern Middle East, (New York: Houghton Mifflin, 2004).
5. Turabian L. Kate, A Manual for Writers of Term Papers, Theses and Dissertations. 6th Revised Edition. (Chicago: University of Chicago Press, 1996).

Selected Chapters:

1. Rabinovich Itamar, Waging Peace: Israel and the Arabs, 1948-2003, (Princeton: Princeton University Press, 2004), pp. 267-304
2. Sachar Howard, A History of Israel: From the Rise of Zionism to Our Times, (New York:

Knopf, 1979), pp. 395-428.

3. Viorst Milton, Sands of Sorrow: Israel's Journey from Independence, (New York: Harper & Row, 1987), pp. 70-88; 89-113

Textbook Policy: All cadets are required to purchase their own textbooks for this course. The textbooks must be the proper edition and in good condition. Instructors may inspect textbooks, and if an instructor determines that a textbook is unfit for, he/she can forbid the cadet from bringing it to class and require the cadet to show that he/she possesses the proper textbook for the course. A cadet may be suspended from class and receive a military punishment if he/she fails to obtain proper and acceptable textbooks.

*** PLEASE BE ADVISED THAT ADDITIONAL READING FROM CONTEMPORARY NEWSPAPERS AND PROFESSIONAL JOURNALS WILL OCCASIONALLY BE ASSIGNED AS THE NEED ARISES.

Recommended Reading:

1. Bakash Shaul, The Reign of the Ayatollahs: Iran and the Islamic Revolution, (New York: Basic Books, 1984).
2. Collins Larr and Lapierre Domonique, O Jerusalem!, (New York: Simon & Schuster, 1972).
3. Esposito L. John, Islam: The Straight Path, (New York: Oxford University Press, 1988).
4. Friedman L. Thomas, From Beirut to Jerusalem, (New York: Doubleday, 1989).
5. Hertzberg Arthur, The Zionist Idea: A Historical Analysis and Reader, (Philadelphia: The Jewish Publication Society, 1997)
6. Lewis Bernard, The Arabs In History, (London: Hutchinson, 1966).
7. Miller Judith and Mylroie Laurie, Saddam Hussein and the Crisis in the Gulf, (New York: Random House, 1990).
8. Oz Amos, A Tale of Love and Darkness, (New York: A Harvest Book, 2005).
9. Salibi Kemal, The Modern History of Jordan, (New York: I.B. Tauris & Co, 1993).

V. Course Calendar

*** Please note that the books appear by the last name of their authors, according to the following code.**

A--Avineri
B--Bickerton
C--Cleveland

R--Rabinovich
S-Sachar
V-Viorst

<u>Lsn</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Lsn 1	6 Jan	Historiography of Middle Eastern History--A Trip to Cadet Library	
Lsn 2	10 Jan	The Ottoman and Safavid Empires	C. 37-60
Lsn 3	12 Jan	Reform in the Ottoman Empire I	C. 61-80
Lsn 4	17 Jan	Reform in the Ottoman Empire II	C. 81-102
Lsn 5	19 Jan	Egypt and Iran in the 19 th Century	C. 103-117
Lsn 6	23 Jan	LECTINAR: Islam and the Global Past	L. 70-135
Lsn 7	25 Jan	Islamic Response to Reform	C. 119-132
Lsn 8	27 Jan	Authoritarianism vs. Constitutionalism: Turkey and Iran	C. 133-148
Lsn 9	31 Jan	Graded Review I	
Lsn 10	2 Feb	WWI and the Collapse of the Ottoman Empire	C. 149-170
Lsn 11	6 Feb	Authoritarian Reform in Turkey and Iran	C. 171-192
Lsn 12	8 Feb	The Struggle for Arab Independence I	C. 193-237
Lsn 13	10 Feb	Jews and Arabs in Palestine in the 19th Century	B. 17-30
Lsn 14	14 Feb	Jews and Arabs Under the British Mandate	C. 239-271
Lsn 15	16 Feb	Zionist Thought: Pinsker and Herzl	A. 73-82; 88-100
Lsn 16	21 Feb	Zionist Thought: Nordau and Ahad Ha'am	A. 101-124
Lsn 17	23 Feb	Revisionist Zionism: Jabotinsky	A. 159-186
Lsn 18	27 Feb	Graded Review II	
Lsn 19	1 Mar	The Holocaust and the Birth of Israel	B. 69-92
Lsn 21	7 Mar	Israel and The Beginning of the Palestinian Problem	B. 37-58
<u>Lsn</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Lsn 22	9 Mar	Israel's Formative Years (1948-1956)	S. 395-428
Lsn 23	13 Mar	The Arab-Israeli Conflict and the Israeli Society	V. 70-88

(1956-1967)

Lsn 24	15 Mar	The Six Day War and its Consequences	V. 89-88
Lsn 25	17 Mar	The Yom Kippur War and its Consequences	B. 161-178
		Written Project Due	
Lsn 26	21 Mar	Israel and the onset of the Peace Process	B. 184-198
Lsn 27	23 Mar	Israel's War in Lebanon and the Intifada	B. 211-236
Lsn 28	3 Apr	Turkey and Iran After WWII	C. 273-300
Lsn 29	5 Apr	The Ascendancy of Nasser	C. 301-322
Lsn 30	7 Apr	Israel and the Arab states during the Era of Pan-Arabism	C. 323-344
Lsn 31	12 Apr	Israel and The Palestinians (1948-1970s)	C. 345-367
Lsn 32	13 Apr	Egypt and Lebanon (1970s-1980s)	C. 369-395
Lsn 33	17 Apr	Iraqi and Syrian Dictatorships	C. 397-421
Lsn 34	19 Apr	The Iranian Revolution	C. 423-449
Lsn 35	21 Apr	The Arabian Peninsula in Modern Times	C. 451-472
Lsn 36	25 Apr	The Palestinian Uprising and the Gulf War	C. 473-497
Lsn 37	27 Apr	Israeli-Palestinian Relations	C. 499-517
Lsn 38	1 May	Continuity and Change in the Middle East	C. 519-539; 541-548
Lsn 39	3 May	Israel the Arab states and the collapse of the Middle East Peace Process	R. 267-304
Lsn 40	5 May	Summary and Review	

VI. Grading Guidelines / Evaluation

A. General: Cadets are expected to complete all assignments and prepare questions before class. Information from assignments, lectures, cadet briefings and class discussions is testable.

B. Grading: A cadet's grade is based on his/her performance in lesson preparation, classroom participation, effective written and verbal analysis, and demonstrated knowledge of the subject matter.

Course point values are:

Graded Review I

150 pts

Graded Review II	150 pts
Instructor Option	<u>50 pts</u>
Prog	350 pts
Briefing Project	50 pts
Graded Review III	150 pts
Written Project	150 pts
Instructor Prerogative	50 pts
Final Examination	<u>250 pts</u>
Subtotal	650pts
Total	1000pts

C. Briefing Project : Each cadet is required to prepare a 20-minute briefing and lead a discussion on a topic approved by the instructor.

D. Written Project: Each cadet will be required to submit research paper the length of which should be 12-15 pages. Topics must be approved by the instructor. Projects are due on lesson 37.

E. Note that documentation for your papers must follow the formats described in Kate L. Turabian, Student's Guide for Writing College Papers, 6th rev. ed. (Chicago: University of Chicago Press, 1976).

Paper Policy: Cadets are not permitted to submit an identical paper for different courses. However, cadets may write papers on the same topic for two different courses provided that the papers are **substantially different**, i.e. there should not be more than 25% commonality between papers. Each paper should include substantially different bibliographies and footnotes that reflect significant additional research.

VII. COURSE ADMINISTRATION

A. Instructor Conferences. Your instructor will be available Monday through Friday for consultation; an appointment is highly recommended. If you make an appointment and cannot keep it, notify your instructor as early as possible -- but in any event, before the scheduled time.

B. Absences from Class. If you miss a class, you must check with a classmate or your instructor to see what was discussed or assigned. Your instructor is NOT responsible for notifying you that you missed important notices or significant course material. You must arrange to take any required make-up exams within 24 hours of your return to duty.

C. Hospitalization. If hospitalized, contact the Hospital Cadet Liaison Officer, ext. 5163. The officer will contact your instructor, describe your condition, and pass on requests for instruction in the hospital.

D. Penalties for Late Work.

1. If an assignment is late because of your negligence, you may be penalized academically and militarily. If you are aware of an impending absence or other problem which could prevent you from turning in the project on time, you must make PRIOR arrangements with the instructor. "LATE" IS DEFINED AS ANY TIME AFTER THE BEGINNING OF THE PERIOD ON WHICH YOUR ASSIGNMENT IS DUE or time designated by your instructor.

2. The academic penalty for late work will be a reduction in grade as described below. These reductions are based on total possible points. For example, if a paper worth 100 points is submitted one day late, the maximum points the cadet can receive is a 75.

Up to One Day Late*	25% reduction
Two Days Late	50% reduction
Three Days Late	75% reduction
More than Three Days Late	100% reduction
	0% credit for the exercise**

*The definition of "a day late" is 24 hours. Weekends count as two days.

**The assignment must still be turned in or the cadet will receive an incomplete for the course.

3. Late work also indicates a deficiency in a cadet's potential for responsible military service. Therefore, in most cases, cadets can expect late work to result in a lower military rating, loss of IP points, and issuance of an AFCW Form 10.

E. If your instructor is late to class, the section marcher will maintain the proper decorum and appoint one cadet to report to the course secretary.

VIII. DFH DOCUMENTATION AND PLAGARISM POLICY

A. As a student in an upper-division history course, you must be fully aware of and comply with proper documentation procedures. Your guide to understanding documentation is the Student's Guide for Writing College Papers, 6th ed., by Kate L. Turabian. This book, which is available for purchase in the bookstore's textbook section, is the FINAL AUTHORITY for all documentation procedures in this course. You must be thoroughly familiar with its contents.

B. The first question most college student writers ask is, "What am I required to document?" In brief, you are required to document all ideas and information which are not your own. You must also document all quotations and paraphrases. The one exception to this general rule is that you do not document common or well-known information (e.g., George Washington was our first president). Failure to document material taken from others is called plagiarism. According to the Student's Guide, plagiarism is defined as "failure to give credit in your paper for the loans made by other writers." In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. Bearing in mind the definition of plagiarism above, all drafts and amendments must be undertaken by you.

C. The Department of History permits you to discuss your written work with instructors and other cadets before you turn it in, but requires you to document any outside help received. That help may range from developing ideas for a paper to proofreading the final product for content or grammar. Regardless of the nature and extent of the help received, you must specify those individuals who provided any assistance in the first footnote/endnote. In the footnote/endnote you must document precisely the nature of the help received and from whom you received it. Statements such as "C4C Smith read my paper" or "Cadet Jones helped me think through my ideas" are inadequate. You must cite the exact nature of the help (e.g., "C4C Smith read my paper for grammar and spelling" or "Maj Astore helped me develop the idea that technology played an integral role in warfare"). The study of history is all about communicating ideas. To achieve the highest quality in your work you should discuss your ideas with fellow cadets and instructors.

D. Once you know what to document, the next question is usually "How do I do it?" You will find the answers in Chapter 7 of the Student's Guide. You must read and understand this chapter thoroughly. It shows you how to prepare footnotes (you may use endnotes if you desire) and bibliographic forms.

E. Finally, remember that your documentation will be graded. If you turn in work with incorrect or incomplete documentation, your grade will be marked down 5% immediately, and you will be required to resubmit the work before the grade is assigned. For this reason you must become familiar with all the documentation procedures outlined in the Student's Guide and USE THEM! If you have further questions about documentation procedures, please see your instructor.

IX. GRADUATE SCHOLARSHIP OPPORTUNITIES

A select number of cadets each year are offered an opportunity to earn a scholarship and pursue a graduate degree immediately following graduation. Applicable scholarships include the following:

EAST-WEST CENTER SCHOLARSHIP - Duration: 17 months. Asian Studies at the University of Hawaii.

GERHART FELLOWSHIP - Duration: 2 years. Study at Middlebury College and University of Paris/Sorbonne. Must be proficient in French.

WOLFE FELLOWSHIP - Duration: 1 year. Awarded to the outstanding student in the Humanities Division.

FULBRIGHT SCHOLARSHIP - Duration: 1 year. Study in a foreign country. Must be proficient in host country language.

GRADUATE SCHOOL PROGRAM - Duration: 1 year. Selected by the department or Dean. A 12-month program in some field of history.

HARVARD UNIVERSITY SCHOLARSHIP - Duration: 2 years. Study of public policy at the John F. Kennedy School of Government.

UNIVERSITY OF MARYLAND SCHOLARSHIP - Duration: 2 years. Study in public policy and public management.

RHODES SCHOLARSHIP - Duration: 2 years. Study at Oxford University in England.

MARSHALL SCHOLARSHIP - Duration: 2 years. Study in a field of value to the USAF or United States at any university in the United Kingdom.

TRUMAN SCHOLARSHIP - Study in public policy. Post-graduate scholarship worth \$30,000 for graduate study.

Competition for these scholarships is intense and early preparation is a must. If you have questions or are interested in the opportunities see your instructor.

X. HISTORY SUMMER RESEARCH PROGRAMS

A. Objective. The Department of History sends cadets to a variety of summer research programs. These provide unique military and academic experiences which will enhance your professionalism as a military officer, improve your chances for acquiring choice assignments later in your career, and expand your academic skills. The programs are specifically designed to help you conduct field historical research in various governmental and non-governmental agencies, to expand your academic knowledge in your field of interest, and to contribute to research efforts at world-renowned organizations.

B. Eligibility.

1. History major
2. 3.00 or better GPA
3. 2.80 or better MPA

C. Program Details.

1. All programs are offered to cadets between their junior and senior years (firstie summer).
2. Programs range from 3 to 6 weeks depending on agreement between Dean and Commandant, on program host constraints, and funding.
3. Most programs are conducted during first summer period (with the top cadets being allowed to depart immediately after final exams).

D. Available Programs. While varying from year to year, the following programs have recently been available:

1. **Georgetown University:** Outstanding opportunity to study in one of several Georgetown University institutes and to experience first-rate internships ranging from the White House to the US Congress to Prague, Czech Republic.
2. **Headquarters, European Command (EUCOM):** Conduct research and prepare reports for top-level EUCOM commanders at Stuttgart, Germany.
3. **Los Alamos Research Center:** Conduct research focusing on the history of technology at Los Alamos, New Mexico.
4. **United States Marine Corps Historical Center (MCHC):** Unique opportunity to work with Marine Corps historians at the MCHC and Marine Corps Museum and to explore other military history related activities in the Washington D.C. area.
5. **Air Force Space Command and US Space Command:** Exciting opportunity to work with staff historians on projects for the Commander, US and/or Air Force Space Command at either Falcon AFB or Peterson AFB, Colorado.
6. **On-Site Inspection Agency (OSIA):** Outstanding opportunity to work with the agency historian in analyzing and preparing reports from team debriefs, and to be exposed to Russian weapon inspectors. Opportunities include work at Magna, Utah as well as other locations around the world.
7. **Defense Systems Management College (DSMC):** Great opportunity to work with historian/archivist at Fort Belvoir, VA. Often results in publishable paper.
8. **US Special Operations Command (USSOCOM) and Air Force Special Operations Command (AFSOC):** Outstanding opportunity to work with command historian on special ops and unconventional warfare topics at MacDill AFB or Hurlburt Fld, FL.
9. **Air Force Historical Research Agency (AFHRA):** Unique opportunity to work in one of the largest historical archives of air power related topics at Maxwell AFB, Alabama.
10. **Informal Programs:** DFH also sponsors cadets on individualized programs with permissive TDY arrangements. The same eligibility requirements apply.

E. Additional Information. You may also compete for other unique and prestigious summer programs. During the summer of 1999, we sent a thirdclass cadet to the White House Office of National Drug Control

Policy in Washington DC. Other programs may be available as well, including **Summer Language Immersion** programs in numerous foreign countries (currently administered by DFIP). For more details, contact your advisor in the Department of History.

XI. CADET AWARDS

A. Andrews Award. If you are a history major, your performance in this course will become a factor in computation of the winner of the Andrews Award. This award consists of an attractive eagle and fledglings statue with an inscribed name plate. The name of the winner is also inscribed on a publicly displayed plaque in the Department of History.

B. Bong Award. If you are a military history major, your performance in this course will be a factor in computation of the winner of the Bong Award, given to the outstanding cadet in military history in each graduating class. Like the Andrews Award, the Bong Award consists of an eagle and fledglings statue with an inscribed name plate. The name of the winner is inscribed on a publicly displayed plaque in the Department of History.

C. American History Award. If you are an American history major, your performance in this course will be a factor in computation of the winner of the American History Award, presented to the outstanding cadet in American history in each graduating class. This award consists of a handsome plaque and a library of books on American history. The name of the winner is also inscribed on a publicly displayed plaque in the Department of History.

D. The Norstad Award. If you are a history major in an area track (i.e., Europe, Russia, Latin America, Africa, Middle East, or Asia), your performance in this course will be a factor in computation of the Norstad Award, presented to the outstanding cadet in Area Studies in each graduating class. This award consists of a handsome plaque and a library of books on the area of the world in which you have specialized. The name of the winner is also inscribed on a publicly displayed plaque in the Department of History.

E. Air Force Historical Foundation Award. All history papers written on air power topics are eligible to compete for the Air Force Historical Foundation Award. This award consists of a plaque and national recognition through the resources of the Air Force Historical Foundation, Washington, D.C. The Foundation presents the award annually to the best cadet paper on some aspect of the history of flight. The name of the winner is inscribed on a publicly displayed plaque in the Department of History.

F. The Rupp Award. This award is presented to the outstanding student in interdisciplinary studies related to history in honor of Capt John A. Rupp, USAF, former winner of the Andrews Award. To be eligible, you must show outstanding achievement and have taken at least six courses in history. The award consists of a handsome plaque and several gift books. The name of the winner is also inscribed on a publicly displayed plaque in the Department of History.

G. Publication/Presentation Opportunities. Quality cadet papers on a variety of subjects are eligible for presentation at a national conference or publication in any one of the many historical journals. For the past several years the Department of History has sponsored cadets to present papers at the National Conference on Undergraduate Research and the Phi Alpha Theta Regional Conference.

XII. CADET ACTIVITIES

A. Phi Alpha Theta. If you are a history major with a 3.00 Majors GPA and at least a 3.00 in 2/3 of your courses as a whole, then you qualify for membership in Phi Alpha Theta, the International Honor Society in History. The goal of Phi Alpha Theta is to further the study of history by recognizing worthy individuals,

sponsoring conferences, publishing papers, and granting scholarships. Membership offers many opportunities to pursue these goals in cooperation and competition with other university chapters in the state and across the nation.

B. Cadet History Club. All cadets are welcome to be a member of the History Club (whether you are a history major or not). Activities include a fall picnic, distinguished speakers, historical “trivial pursuit,” USAFANET movies, the History Club/Phi Alpha Theta formal dinner, and much more. The purpose of the History Club is to broaden cadet understanding of history’s role in officer professional development, and to have fun in the process.

C. Special Groups. Any cadet with specific interests in ethnic and/or regional groups is welcome to join faculty members in a variety of groups. Groups include the American Studies Group, the Native American Heritage, the Tuskegee Airmen, the Latin American Studies Group, the European Studies Group, the Slavic Studies Group, the Asian Studies Group, the African Studies Group, and the Middle East Studies Group. Anyone with an interest can be a member of these groups. Activities include brownbag lunches, hosting foreign exchange delegations, and trips to local restaurants.

D. Cadet Wargaming Club. All cadets interested in re-fighting the famous battles of warriors-past are welcome to be involved in the Cadet Wargaming Club. Activities include computer simulation wargames, mock battles, and guest speakers giving presentations on such topics as Vietnam, Napoleonic warfare, the Age of Sail, and the Eastern Front. Members also attend local wargaming conventions.

E. Reading Groups. All cadets are welcome to sign up for periodic reading groups. Cadets read a book (military or regional topics) and then get together on an informal basis to discuss their reactions at an instructor’s house (often includes a free meal). Books have ranged from E.B. Sledge’s With the Old Breed to Tales from a 1001 Arabian Nights.