

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of History, Philosophy, Political Science and International Relations
Te Hunga Aro Whakamuri

History Programme
2006 Trimester 3

CRN 9760/9761

HIST 228/310: SPECIAL TOPIC: MODERN MIDDLE EAST HISTORY

Lecturer: Victoria Mason

Room: MY 541

Phone: 463 5889

E-mail: vicky.mason@vuw.ac.nz

Lecture times: Wednesdays, 10:00 - 11:50am

Venue: Hunter Lecture Theatre 323 (HU323)

Tutorial times: Tutorials commence in the **second** week of trimester.
Wednesdays: 1.10 - 2.00 or 2.10 - 3.00 or
Thursdays: 10.00 - 10.50 or 11.00 - 11.50 or
1.10 - 2.00 or 2.10 - 3.00

Tutorial venue: All tutorials will be held in Old Kirk 501 (OK501).

Optional documentary/film session:

Wednesdays 3.10pm to 5pm in Hunter 220. This course will also incorporate an optional session most weeks where relevant films/documentaries will be shown to complement the issues being discussed. Students are encouraged to attend. You will be notified which documentaries/films will be shown during lectures and on blackboard.

Office hours:

Regular office hours will be posted at the beginning of the semester. Other times can be arranged by appointment.

Additional information:

Additional information about this course will be posted on the official departmental notice board (fourth floor of OK) in the case of official notices, outside my office where any handouts used in class and tutorials will also be available, and on **Blackboard**.

Course Content and Aims:

This course examines the pivotal events and moments of modern Middle Eastern history and politics, particularly from the 1948 establishment of the state of Israel. It explores some of the myths and realities surrounding the Middle East, the role of religion and nationalism and the emergence of the major states in the region. The impact of foreign involvement in the Middle East is traced: from colonial powers to superpower involvement and the later dominance of the US. The origins of the Arab-Israeli conflict are explored, along with possibilities for peace. Watershed moments in the region: such as the Iranian Revolution, the invasion of Afghanistan and the Gulf Wars (Iran/Iraq, Iran/Kuwait) are examined. We then turn to more recent events such as 9/11, the 'war on terror' and the wars in Afghanistan and Iraq and the Lebanon.

On completion of this course students will be able to identify the major themes of modern Middle Eastern history and politics, appreciate the influences of the more distant past on recent events, understand the roles that religion, nationalism and foreign intervention have played in the history and politics of the region and recognize the complex and dynamic range of class, religious and ethnic differences within the Middle East.

Objectives:

The objectives of a **course of study in History** are to ensure a student can:

1. read with accuracy and discrimination
2. distinguish fact from opinion
3. weigh up evidence
4. come to terms with conflicting or different arguments
5. formulate arguments convincingly and concisely
6. write in a clear, logical and lively way
7. present an oral argument with lucidity and conviction
8. use information resources efficiently and constructively
9. understand the nature and development of history as a discipline

Essential Texts:

Beverley Milton-Edwards and Peter Hinchliffe, *Conflicts in the Middle East since 1945*, London, 2001, (2nd Edition, 2003)

and

HIST228/310 Book of Reading (BOR)

Students can order textbooks and student notes online at www.vicbooks.co.nz, or email an order or enquiry to enquiries@vicbooks.co.nz. Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online. Their telephone numbers are:

Kelburn: 463 5515 Pipitea: 463 6160

Opening hours:

8am – 6pm Mon – Fri (during term time)

10am – 1pm Saturday

Suggested Background Reading and Useful Journals

Will be posted on the Blackboard site.

Mandatory requirements for passing the course:

1. To pass the course each student must:
 - a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
 - and
 - b) Attend at least 8 workshop tutorials;

Faculty guidelines require you to attend 75% of tutorials. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis. THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

2. The FINAL DATE on which any written work can be accepted by the Programme is Friday 16 February 2007. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

Assessment:

To pass the course each student must gain an overall grade of C, 50 for the work which is specified as contributing to this final grade. This course is internally assessed, and that assessment is made up of:

- Article Review (25%)
- Research Essay (45%)
- Exam (30%)

PLEASE NOTE: STUDENTS ARE REQUIRED TO SUBMIT HARD COPY OF ALL ASSESSMENTS. IN ADDITION, AN ELECTRONIC COPY MUST BE SUBMITTED TO 'turnitin.com'. Students will need to set up an individual account under the 228/310 account before they submit their first assessment. Details of how to do this will be discussed in lectures and posted on "Blackboard".

An **Article Review** of **1,500 words** is due **Friday 8 December** at 4pm. The review is worth **25%** of your total grade.

The **article review** critically assesses the **range of readings** presented in either week **three or four**. After selecting which week you wish to focus on, **you must critically evaluate the major arguments and issues**

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presented in the readings and place them within their wider historical context.

A **Research Essay** of **2,500 words** (for 228 students) and **3,500 words** (for 310 students) which is due **Friday 19 January at 4pm**. The research essay is worth **45%** of your total grade

A research essay is a substantial piece of research and writing involving, where possible, both primary and secondary sources. Topics are listed on page ix of this course guide and students are encouraged to write essays on additional issues of particular interest to them (in consultation with the lecturer).

In marking the essays, I shall take into consideration demonstrated understanding of the material (e.g. accuracy of interpretation), quality of arguments (e.g. originality of argument or interpretation, rigour of analysis, fairness of exposition), and presentation of ideas (e.g. clarity, precision, organisation, avoidance of waffling and padding).

Make sure to begin work on your essay early. Map out a plan of what you want to accomplish by stages and keep to it. Given the significance of the written assignment, students are encouraged to come and discuss the essay prior to the submission deadline.

An **Exam** worth **30%** of your total grade

Students will sit a two hour closed-book examination at the end of the trimester. Students will be required to write answers to multiple choice questions and write one short essay. The date, time and venue of the final exam will be determined when the University completes its timetable during the second half of the trimester.

Academic Integrity and Plagiarism:

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely.

Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html.

Aegrotats:

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which all lectures cease. In the case of third trimester courses in 2006 the starting point for this period is **Monday 22 January 2007**.

The following rules apply:

- Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- If none of the above is available to the student e.g., if he/she has an ongoing illness, then an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

Extensions and Penalties:

Extensions are available from the lecturer **before** the due date of the written work. Extensions are given, for example, in cases of illness, bereavement, and in some cases of serious family or personal problems affecting a student. Extension forms are available from the History office. Penalties for lateness are: 5% for the first day and 2% per day for up to a further 8 days. After 10 days beyond the due date, the work must still be submitted in order to fulfil mandatory course requirements, but it **will not** be marked.

Workloads:

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week (for HIST228 students) and 18 hours per week (for HIST310 students) to the course. This includes 2 hours of lectures and 1 hour of tutorials per week.

General University Policies and Statutes:

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Students with Disabilities:

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, Telephone: 463-6070, Email: disability@vuw.ac.nz

The Disabilities Co-ordinator for the History Programme is Dr Giacomo Lichtner, OK 424, ph: 463 6756

Student Support:

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Dr Allison Kirkman	Murphy Building, 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria	Matthias Nebel	Rutherford House, 202

International		
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The Student Services Group is also available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/
 Email: student-services@vuw.ac.nz. VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building; Telephone 463 6983 or 463 6984.

Manaaki Pihipihinga Maori and Pacific Mentoring programme :

- Academic mentoring for Maori and Pacific students studying at all levels in the above schools. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the facilities study rooms & computer suite, at any time, at Kelburn & Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator at: 14 Kelburn Parade - back courtyard, tel. 463 6015 or email: Maori-Pacific-Mentoring@vuw.ac.nz

Pacific Support Coordinator

Room 109b, 14 Kelburn Parade, Tel 463 5842 or 027 563 5842, email faafoi.seiuli@vuw.ac.nz

The Pacific Support Coordinator assists with the transition of Pacific students into University life as well as helping them cope with academic studies by disseminating information on services that can help. The Pacific Support Coordinator can also help by making appointments with services on a student's behalf, taking students to services that will help and by providing information on scholarships.

Lectures and Readings:

DATE	TOPIC	READINGS
Week 1: 15 November	Myth and reality: Intro to the Middle East	No readings
Week 2: 22 November	Religion in the Middle East	<ul style="list-style-type: none"> Mansfield, "Introduction: from Ancient to Modern", pp. 1-34.
Week 3: 30 November	Colonialism and the Middle East	<p>Primary:</p> <ul style="list-style-type: none"> McMahon-Hussein Correspondence (1915) Sykes-Picot Correspondence (1916) Balfour Declaration (1917) <p>Secondary:</p> <ul style="list-style-type: none"> Gelvin, "State building by decree" and "State-building by Revolution and Conquest" pp. 175- 96.
Week 4: 6 December	The Arab-Israeli conflict <i>Article Review due Friday 8 December, 4pm</i>	<p>Primary:</p> <ul style="list-style-type: none"> Hertzl, "The Jewish State" in Lacquer, pp. 6-11. "Basle Declaration" in Lacquer, pp. 11-2. "The Arab Case for Palestine: Evidence Submitted by the Arab Office, Jerusalem, to the Anglo-American Committee of Inquiry, March 1946" in Lacquer, pp. 94-104. <p>Secondary:</p> <ul style="list-style-type: none"> Milton-Edwards and Hinchcliffe, "The Arab-Israeli conflict: ways of war" and "The Palestinian-Israeli conflict: hostages to history", pp. 8-35.
Week 5: 13 December	Lebanon and Syria	<ul style="list-style-type: none"> Milton-Edwards and Hinchcliffe, "Sectarian conflict: Lebanon, state without a nation", pp. 60-71. Deeb, "Hizballah: A Primer", pp. 1-11. Cleveland, "Consolidation of Authoritarian rule in Syria and Iraq: the Regimes of Hafiz al –Asad and Saddam Husayn", pp. 397-407. Zisser, "Bashar al-Assad's gamble", pp. 61-5. <p>Recommended:</p> <p>CIA fact-files: Lebanon https://www.cia.gov/cia/publications/factbook/print/le.html and Syria https://www.cia.gov/cia/publications/factbook/print/sy.html</p>
Week 6: 20 December	Egypt and Jordan	<ul style="list-style-type: none"> Milton-Edwards and Hinchcliffe, "Contemporary Politics in Jordan" <i>Jordan: A Hashemite Legacy</i>, pp. 37-64. Cleveland, "The Middle East in the Age of Nasser: The Egyptian Base", pp. 301-22. <p>Recommended:</p> <ul style="list-style-type: none"> CIA fact-files on Jordan https://www.cia.gov/cia/publications/factbook/print/jo.html and Egypt https://www.cia.gov/cia/publications/factbook/print/eg.html

22 December – 5 January		MID-SEMESTER BREAK
Week 7: 10 January	Superpowers in the Middle East: Afghanistan and Iran	<ul style="list-style-type: none"> • Milton-Edwards and Hinchcliffe, “Superpower conflict in the Middle East: war by proxy”, pp. 36-48. • Gelvin, “The Iranian Revolution”, pp. 278-89. • Ewans, <i>Afghanistan: A New History</i>, pp. 150-73. <p>Recommended: CIA fact-files: Afghanistan https://www.cia.gov/cia/publications/factbook/print/af.html and Iran https://www.cia.gov/cia/publications/factbook/print/ir.html</p>
Week 8: 17 January	War in the Gulf: Iran/Iraq war and the 1990 invasion of Kuwait <i>Research Essay due Friday 19 January, 4pm</i>	<ul style="list-style-type: none"> • Milton-Edwards and Hinchcliffe, “War in the Gulf: Iran and Iraq 1980-1989” and “The Kuwait crisis: brother versus brother”, pp. 84-105. • Cleveland, “Iraq in the era of Saddam Husayn and the Ba’ath”, pp. 408-21. <p>Recommended: CIA fact-files: Iraq https://www.cia.gov/cia/publications/factbook/print/iz.html and Kuwait https://www.cia.gov/cia/publications/factbook/print/ku.html</p>
Week 9: 24 January	The ‘New World Order’? End of the Cold War to 9/11	<ul style="list-style-type: none"> • Milton-Edwards and Hinchcliffe, “Generation Jihad: conflict in the name of Islam”, pp. 49-59. • Makdissi, “Anti-Americanism in the Arab-World: An Interpretation of a Brief History”, pp. 538-57. • Snyder, “Hating America: Bin Laden as a Civilisational Revolutionary”, pp. 325-49.
Week 10: 31 January	The path to peace ... Oslo to the ‘Roadmap’	<ul style="list-style-type: none"> • Wasserstein, <i>Israel and Palestine: Why they fight and can they stop?</i>, pp. 139-75. • Pappé, “Conclusion: Post Oslo Palestine and Israel”, pp. 254-68. • “Road Map to Peace” <p>Recommended: CIA fact-file on Israel https://www.cia.gov/cia/publciations/factbook/print/is.html UNDP statistics on Palestinian Territories: http://www.undp-pogar.org/countries/stats.asp?cid=14</p>
Week 11: 7 February	After 9/11: the ‘war on terror’ and future directions	<ul style="list-style-type: none"> • Milton-Edwards and Hinchcliffe, “The politics of conflict and the failure of peacemaking,” and “After the Storm”, pp. 106-29.

Research Essay Topics:

Research Essay due 4pm, Friday 19 January

2,500 words (for HIST228 students) and **3,500 words** (for HIST310 students). The research essay is worth **45%** of your total grade

REMEMBER: STUDENTS ARE REQUIRED TO SUBMIT HARD COPY OF ALL ASSESSMENTS. IN ADDITION, AN ELECTRONIC COPY MUST BE SUBMITTED TO 'turnitin.com'. Students will need to set up an individual account under the 228/310 account before they submit their first assessment. Details of how to do this will be discussed in lectures and posted on "Blackboard".

Foreign Intervention:

1. Assess the impact of European imperialism on the Middle East
2. Critically examine the impact of the Cold War on the Middle East
3. Discuss the role of the US in the Middle East. Either focus on a particular period/ US administration/or its policies towards a particular state in the Middle East.
4. What are the origins/causes of anti-Americanism in the Middle East? Discuss.
5. What role does the UN play in the Middle East? Has this role changed over time?

Conflict:

6. "The Middle East is a site of primordial conflict, it will never end." Assess this comment.
7. Critically discuss the major stumbling blocks in the Palestinian/Israeli conflict
8. How successful have peace initiatives such as Oslo and the Roadmap been? Why?
9. What were the major outcomes of Iraq's 1990 invasion of Kuwait?

10. Assess the impact of superpower involvement in Afghanistan during the 1980s and 1990s.
11. What were the aims of the US-led 2003 invasion of Iraq? Did the invasion and subsequent occupation meet these aims?
12. What were the major factors behind the 2006 Israel/Hezbollah conflict? What possibilities exist for longstanding peace between Israel and Lebanon?

Religion:

13. What role has religion played in conflict in the Middle East?
14. Discuss the ongoing legacy of the Christian Crusades in the Middle East today
15. Account for the emergence of political Islam in the Middle East
16. Account for the emergence of Osama bin Laden and al Qaeda

Democracy:

17. Discuss the impact of nationalism within the Middle East.
18. What prospects are there for 'democracy' in the Middle East? (This question requires you to critically address the concept of 'democracy' and then apply it to the context)
19. "Islam and democracy are incompatible." Critically assess this statement.

Case-studies:

20. Assess future prospects for peace between Israel and the Palestinians
21. Discuss the relationship between Syria and Lebanon
22. Discuss the major outcomes of the Iran-Iraq war
23. Account for the rise of the Taliban in Afghanistan
24. Discuss the debates over nuclear arms in the Middle East today
25. Discuss the impact of Pan-Arabism on the region

BIBLIOGRAPHY:

Mansfield, Peter, "Introduction: from Ancient to Modern" in *A History of the Middle East*, London, 1992, pp. 1-34.

"McMahon-Hussein Correspondence" (1915) [public domain document]

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"Balfour Declaration" (1917) [public domain document]

Gelvin, James L., "State building by decree" and "State-building by Revolution and Conquest" in *The Modern Middle East*, New York, 2005, pp. 175-96.

Hertzl, Theodore, "The Jewish State" and the 'Basle Declaration'" in Lacquer, Walter (ed.), *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, London, 1969, pp. 6-12.

"The Arab Case for Palestine: Evidence Submitted by the Arab Office, Jerusalem, to the Anglo-American Committee of Inquiry, March 1946" in Lacquer Walter (ed.), *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, London, 1969, pp. 94-104.

Deeb, Lara, "Hizballah: A Primer" in *Middle East Report Online* 31 July 2006, pp. 1-11.

Cleveland, William L., "Consolidation of Authoritarian rule in Syria and Iraq: the Regimes of Hafiz al-Asad and Saddam Husayn" in *A History of the Modern Middle East*, 3rd Ed., Boulder, Colorado, 2004, pp. 397-407.

Zisser, Eyal, "Bashar al-Assad's gamble" in *Middle East quarterly*, Vol. 13, No. 4, Fall 2006, pp. 61-5.

Milton-Edwards and Hinchcliffe, "Contemporary Politics in Jordan" in *Jordan: a Hashemite Legacy*, pp. 37-64.

Cleveland, William L., "The Middle East in the Age of Nasser: The Egyptian Base" in *A History of the Modern Middle East*, 3rd Ed., Boulder, Colorado, 2004, pp. 301-22.

Gelvin, James L., "The Iranian Revolution" in *The Modern Middle East*, New York, 2005, pp. 278-89.

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Cleveland, William L., "Iraq in the era of Saddam Husayn and the Ba'ath" in *A History of the Modern Middle East*, 3rd Ed., Boulder, Colorado, 2004, pp. 408-21.

Makdissi, Ussama, "Anti-Americanism in the Arab-World: An Interpretation of a Brief History" in *Journal of American History*, Vol. 89, No. 2, pp. 538-57.

Snyder, Robert S., "Hating America: Bin Laden as a Civilizational Revolutionary" in *The Review of Politics*, Vol. 65, No. 4, 2003, pp. 325-49.

Wasserstein, Bernard, *Israel and Palestine: Why they fight and can they stop?*, London, 2003, pp. 139-75.

Pappe, Ilan, "Conclusion: Post Oslo Palestine and Israel" in *A History of Modern Palestine: One Land, Two Peoples*, Cambridge, 2004, pp. 254-63.

"Road Map to Peace" [public domain document]