

HIST 250
Fall 2024
US Relations with Middle East and North Africa

Place: BRNG 1268
Day and Time: M-W-F, 3:30 pm to 4:20 pm
Instructor: Professor Holden
Student Hours: M-W, 2:45 pm -3:15 pm
Email: sholden@purdue.edu

This course surveys US policy in the Middle East and North Africa from the Barbary Wars (1801-1805, 1815) to World War II and the issuing of the Truman doctrine. Although we focus primarily on American foreign relations before the Cold War, our readings and discussions—especially election week—will provide ideas, concepts, and questions to help process current events. Students consider why the US has focused so much attention on the Middle East since its earliest days, and how US policy toward this region has evolved (or not) over time.

Learning Outcomes

This class attends to skills critical for making a positive impression on future employers: the ability to interact with people, problem-solving skills, oral communication, and written communication.

Further, I hope to facilitate the following:

- To increase understandings of the political, economic, and cultural forces that shaped American foreign relations from the foundation of the US to the present;
- To develop skills to help in the assessment of disparate historical narratives in film, memoir, media, textbooks, historical documents, and other primary sources;
- To communicate with clarity about events and conditions in the past and present;
- To enhance global fluency, meaning student knowledge about diverse cultures.

Course Materials and Preparations

Class Preparations:

I list assignments *underneath* the date and class topic. Most readings and films are on Brightspace. I favor active learning exercises, so class preparations should be done *before* every class.

I ask students to acquire:

- Margaret Santelli, *The Greek Fire: American-Ottoman Relations and Democratic Fervor in the Age of Revolutions* (Cornell University Press, 2020).

Course Evaluation:

I will provide a series of assignments over the semester to make sure you are thinking about class material while also improving the research and writing skills expected by employers in whatever profession you intend to pursue. These assignments are intended to be low stakes exercises, meaning you will have opportunities to get feedback and improve over the course of the semester.

The last two weeks of October will be devoted to an exercise intended to increase your library literacy. You will choose a port city in the Middle East and North Africa (broadly defined) with an American diplomatic presence in 1890. I will introduce you to online archives government archives, and librarians will show you databases available to find primary sources. ***Your task will be to report on what is preoccupying the US consul at that time.*** The point is not to write a paper, but instead to be able ***to explain what sorts of primary source material you found in the search.***

I will count ***attendance*** toward your grade. Those who are in every class get an automatic 90. If you will be absent, you should contact me via email so we can communicate about what you missed. If you participate—meaning either in class or via email, for those reluctant for any reason to speak in class—you will earn more points toward participation. In class as in other aspects of your future professional life, you should engage the materials as well as your colleagues’ ideas.

I have set aside more than enough time to discuss evaluations during the semester.

You will upload assignments as a Word file on Brightspace on the day it is due. I will hold review sessions and provide guidelines to ensure you have maximum support to complete assignments.

Your final grade will be based on the following:

- **Attendance** 40%
- **Unit Evaluation #1, due 9/11** 10%
- **Evaluation #2, due 9/16** 10%
- **Book Review, due 9/27** 20%
- **Evaluation #3, due 11/25** 10%
- **Library Literacy Project, due 11/4** 10%

To contact me, please email sholden@purdue.edu. Please put the course number and query in the subject line (HIST 250, book review). Please use a formal salutation (Dear Professor Holden:) and close with your full name (Sincerely, Chris Paul). Consider checking grammar and punctuation when writing emails. Formal emails are a good professional habit as you move forward.

If I send questions or cancel a class, I will email the class list. ***Please check your email every day.***

Week 1—Foundational Concepts in Policymaking

8/19/24 (M) **Introduction**

8/21/24 (W) **Inventing a “Middle East”**

Class Preparations

Roger Adelson, “British and U.S. Use and Misuse of the Term “Middle East,” in *Is There a Middle East?: The Evolution of a Geopolitical Concept*, ed. Michael E. Bonine, Abbas Amanat, and Michael Ezekiel Gasper (Stanford University Press, 2012), 36-55.

Mark Lynch, “The End of the Middle East: How an Old Map Distorts a New Reality,” *Foreign Affairs*, 22 February 2022, <https://www.foreignaffairs.com/africa/middle-east-map-new-reality>

Discussion Prompt: What boundaries does Adelson assign to the Middle East? How do interests and values shape American ideas of a Middle East? When did this term emerge? And why?

8/23/24 (F) Defining Interests and ValuesClass Preparations

Keith Shimko, “Introduction” and “Interests,” in *The Foreign Policy Puzzle: Interests, Threats, and Tools* (Oxford University Press, 2017), xiii-xix and 25-51.

Discussion Prompt: What is an American interest? An American value? Do these concepts remain the same over time? Or change? What interests or values do you think are most critical? Please take a look at American newspapers and try to gauge interests and values today.

Week 2 & 3—Commercial and Political Freedom**8/26/24 (M) Morocco Recognizes US Independence, 1777**Class Preparations

Ben Railton, “[Does America Owe Its Existence to France and Morocco](#),” *Saturday Evening Post*, 23 October 2019.

George Washington to the Emperor of Morocco, 1 December 1789, Gilder Lehrman Collection.

For a typed copy, see <https://founders.archives.gov/documents/Washington/05-04-02-0251#:~:text=It%20gives%20me%20Pleasure%20to,happy%20in%20every%20Occasion%20of>

Discussion Prompt: Why does Railton argue ‘America owes its existence to Morocco.’ How does Lambert help to shed light on the benefits of having Morocco as a ‘Friend’ to the US (in G. Washington’s words)? What does G. Washington state outright, and what seems implied?

8/28/24 (W) Foreign Policy Precedents of the Barbary WarsClass Preparations

Robert J. Allison, "Americans and the Muslim World: First Encounters," in *The Middle East and the United States: History, Politics, and Ideologies*, 6th ed., David W. Lesch and Mark L. Haas, ed.s (Routledge, 2008), 19-29.

Max Boot, "[Savage Wars of Peace](#)," *Hoover Digest*, no. 3 (2002).

Discussion Prompt: What does Allison mean by identifying "the Muslim world as counterpoint to American values"? How might this concept affect understanding of US values & interests?

8/30/24 (F) An American Captive in 1798 Algiers Defines American Values

Class Preparations

John Foss, "A Journal of Captivity and Sufferings," in Paul Baepler, *White Slaves, African Master: An Anthology of American Captivity Narratives* (University of Chicago Press, 1999): 71-102.

Discussion Prompt: How would you read Foss's account as a "counterpoint"? In other words, how does this first-hand essay about a North African place tell you about the U.S. at that time?

9/2/24 (M) Labor Day-No Class

9/4/24 (W) Lessons of History (?)

Class Preparations

watch film, "The Battle of Tripoli," History Channel, 2004 (45 min.)

C. Hitchens, "To the Shores of Tripoli," *Time Magazine*, 5 July 2004.

Discussion Prompt: Consider when this film and article came out: What is the message of this film both stated and unstated in the context of its time? What assumptions do you perceive in them?

9/6/24 (F) US Treaty of Friendship with Oman (1833)

Class Preparations

Alexander I. Cotheal, "Treaty between the United States of America and the Sultan of Muskat: The Arabic Text," *Journal of the American Oriental Society*, Vol. 4, 1854 (1854), 353-356.

W.S.W. Ruschenberger. *A voyage round the world: including an embassy to Muscat and Siam in 1835, 1836, and 1837* (Philadelphia: Carey, Lea & Blanchard, 1838), advertisement, 9-11, 81-94.

Discussion Prompt: What was the policymaking purpose behind the American pursuit of a Treaty of Friendship with Oman in 1833? How could such a treaty benefit the US? (You may need to think about history from other classes or research on the internet some of the products identified by Ruschenberger.) How do the readings shed light on American interests and values?

Week 4—Unit Evaluation & Moving Forward

9/9/24 (M) Review Session, Unit Evaluation

9/11/24 (W) Unit Evaluation #1 Due—No Class

9/13/24 (F) No Class—Start Reading Santelli’s *The Greek Fire*

Week 5 & 6 – American-Ottoman Relations in Antebellum Era

9/16/24 (M) West or East? Locating Ottoman Greece

Class Preparations

Santelli, *The Greek Fire*, 1-46 (Intro, Ch. 1)



Reflection: What facts (or fictions) does this map tell you about the Ottoman Empire or the world? Be prepared to discuss with your colleagues at least one idea conveyed by this map.

9/18/24 (W) Non-State Actors and US Foreign Policy

Class Preparations

Santelli, *The Greek Fire*, p. 47-115 (ch. 2 and 3)

Discussion Prompt: What are arguments for considering Greece a “Western” country? What arguments could be made that it is an “Eastern” country? Who were advocates of Philhellenism

in the US? What effect did they have in the domestic and international sphere? How did private citizens shape and even usurp the role of the US government in enunciating foreign policy?

9/20/24 (F) Heroes or Insurgents? Greek Revolutionaries in Hindsight

Class Preparations

Santelli, *The Greek Fire*, p. 116-151.

Gregory Perdicaris, “Suffering Greece,” *Phoenix Gazette* (Alexandria, VA), 18 January 1828

Gregory Perdicaris, *The Greece of Greeks* (1845), iii-vi and 22-29 (preface and ch. 1)

Discussion Prompt: Dr. Santelli quotes one US diplomat as saying, “Nothing in my opinion can be more absurd than a romantic statesman, and I am opposed to chivalry in politics” (p. 68). Do you agree or disagree? Why? How does Dr. Santelli’s research encourage you to consider American backing for Greek revolutionaries like Gregory Perdicaris (in terms of its value for the US, Greece, Ottomans, and the world)? How did Perdicaris try to sway American opinions about Greece? How did he position himself in each piece, and what spin did he put on events?

9/23/24 (M) Imagining the Ottoman World in the Antebellum US

Class Preparations

Santelli, *The Greek Fire*, p. 152-198 (ch. 5, Conclusion)

Charles Sumner, *White Slavery in the Barbary States* (1853), 5-19 and 126-135.

9/25/24 (W) Discussion of Book Review Assignment

9/27/24 (F) Book Review Due, No Class

Week 7, 8, 9—American Mobility in a Steam-Powered World

09/30/24 (M) American Tourists in the Mediterranean Sea

Class Preparations

Doron Bar & Kobi Cohen-Hattab, “A New Kind of Pilgrimage: The Modern Tourist Pilgrim of Nineteenth Century and Early Twentieth-Century Palestine,” *Middle Eastern Studies* (2003), 131-148.

Twain, *The Innocents Abroad*, chapters 25 and 33.

Discussion Prompt: How would you compare Twain’s descriptions of Istanbul and Florence? How does Istanbul reflect what Allison referred to in an earlier reading as a “counterpoint”?

10/2/24 (W) Missionaries in the Middle EastClass Preparations

Carolyn Goffman, “From Religious to American Proselytism: Mary Mills Patrick and the ‘Sanctification of the Intellect’” in *American Missionaries and the Middle East: Foundational Encounters* (University of Utah Press, 2011), 84-115.

“The Chief Industries of the American Colony, Jerusalem, at the Present Time,” American Colony in Jerusalem Collection, January 1907, Library of Congress, <https://hdl.loc.gov/loc.mss/ms010123.mamcol.033>

Discussion Prompt: What led missionaries to the Middle East, and what kept them there? How do these readings shed light on the role of missionaries in facilitating interests and values?

10/4/24 (F) Civil War Veterans in EgyptClass Preparations

Yigit, Tarik Tansu, “Reconstructing the American under the Most Unimaginable Conditions: Civil War Veterans in the ‘Arabian Nights,’” *The Journal of the Civil War Era* 11, no. 4 (December 2021), 507-538.

10/7/24 (M) October Break—No Class**10/9/24 (W) The US in the Age of European Empire**Class Preparations

Andrew Priest, *Designs on Empire: America’s Rise to Power in the Age of European Imperialism* (Columbia University Press, 2021), 1-15 (Intro).

Daniel Immerwahr, “Introduction,” *How to Hide an Empire: A History of the Greater United States* (Picador, 2020), 3-19.

Discussion Prompt: As European powers assembled overseas empires, American policymakers must decide how to respond: should they endorse and embrace imperial expansion? Or support nationalist movements in Ottoman places? How do these pieces clarify or complicate this issue?

10/11/24 (F) American Responses to British Colonization of EgyptClass Preparations

William Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th ed. (Westview Press, 2016), 87-102 and 96-102.

Andrew Priest, "Britain and the Occupation of Egypt," *Designs on Empire: America's Rise to Power in the Age of European Imperialism* (Columbia University Press, 2021), 118-153.

Fanny Stone, "Diary of an American Girl in Cairo during the War of 1882," *The Century* (1884): 288-302.

Discussion Prompt: Why did the Urabi movement occur in 1882 (not 1875? 1905? 1860? etc.)? Why does Stone publish a first-hand account of the revolt? What does she communicate to American readers? Where does she want their sympathies to lie? What evidence leads you to that conclusion? Would you describe this source as prescriptive—conveying what should happen—or description—conveying what did happen? Or does it serve both these intentions?

10/14/24 (M) Unit Evaluation #2, Review Session

10/16/24 (W) Unit Evaluation #2 Due-No Class

10/18/24 (F) No Class [Teddy Roosevelt Conference in Indy]

Week 10 & 11—Library Literacy Project

10/21/24 (M) Choosing a Consulate in Vaguely Defined Islamic East

Class Preparations

I will provide you with a list of US consulates in 1890. Cities that you can research are highlighted in yellow. Look through this list and choose one consulate as your own. You should do a quick search on Wikipedia or Encyclopedia Britannica to learn a bit about this place in the late-nineteenth century. We will share our chosen cities in class and discuss the assignment.

10/23/24 (W) Using Purdue University Databases

10/25/24 (F) Finding Government Documents Online

10/28/24 (M) Primary Source Student Presentations

10/30/24 (W) Primary Source Student Presentations

11/1/24 (F) Primary Source Student Presentations

*******library literacy assignment due on Brightspace by 11/4/2024*******

Week 12—Current Events Week

11/4/24 (M) The Middle East in the Midwest

Class Preparations

Kristin L. Hoganson, “What is the Nation, at Heart,” in *The Heartland: An American History* (Penguin Book, 2019), xiii-xxvi.

Andrew Bacevich, “The ‘Forever Wars’ Enshrined: visiting mar-SAYLZ,” in *On Shedding an Obsolete Past: Bidding Farewell to the American Century* (Haymarket Books, 2022), 47-51.

Discussion Prompt: Bacevich and Hoganson both recalibrate ideas about the place of the Midwest in world affairs, from an isolated region to one connected deeply with world affairs. On the verge of the US presidential election, I ask you to think about connections—tangible or more ephemeral connections—between the Midwest and Middle East. What local companies depend on commercial exchanges (imports, exports) with the Middle East? How is the Middle East represented at Purdue University through exchange programs? Can you find newspaper or magazine articles that make connections between the Midwest and the Middle East?

11/6/24 (W) Post-Election Discussion

Class Preparations

Please come to class having considered how American policy in the Middle East has been discussed or debated in the presidential elections, and consider how professors teaching this class in 2124, i.e. 100 years from now, might put together a class on the US and the MENA in 2024.

11/8/24 (F) What Comes Next for the US in the Middle East

Class Preparations

Deepa Kumar, “Empire’s Changing Clothes: Bush, Obama, Trump,” in *Islamophobia and the Politics of Empire: Twenty Years after 9/11* (Verso, 2021), 129-147.

Week 13 & 14—WWI and Afterward

11/11/24 (M) Perdicaris Affair of 1904

Class Preparations

Perdicaris (Baepler), “In Raissuli’s Hands,” in Baepler, *White Slaves, African Masters*, 285-301.

Discussion Prompt: What happened to Ion Perdicaris? What language does he use to describe his captor, the political situation of Morocco, and the role of the US in the world?

11/13/24 (W) WWI in the East, an Overview

Class Preparations

William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 139-159.

11/15/24 (F) How US Troops at Western Front Affected the Eastern Theatre

Class Preparations

Erez Manela, “Woodrow Wilson and the Ugliest of Treacheries,” *The New York Times* (9 March 2019).

“[The Ottomans](#),” episode 2 of “World War I through Arab Eyes,” *Al Jazeera*, 2014 (43 min.)

11/18/24 (M) 1st US Effort to Bring Peace to the Middle East Peace

Class Preparations

James Gelvin, “The Ironic Legacy of the King-Crane Commission,” in *The Middle East and the United States*, 30-46.

The General Syrian Congress, “Memorandum Presented to the King-Crane Commission,” in *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 8th ed., Walter Laqueur and Dan Schueftan, ed.s (Penguin, 2016), 21-23.

Zionist Commission to Palestine, “[Statement to the International Commission on Turkey-American Section](#),” June 1919, King Crane Digital Collection, Oberlin College Archives.

“The King-Crane Commission: Recommendations (August 28, 1919),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 23-25.

Discussion Prompt: What is ‘ironic’ about the legacy of the King-Crane Commission? Identify the specifics ideas presented by the Zionist Commission and the General Syrian Congress?

11/20/24 (W) WWII and the Decline of European Empires

Class Preparations

11/22/24 (F) The Cold War and Its Consequences

Class Preparations

Rashid Khalidi, “The Superpowers and the Cold War in the Middle East,” in *The Middle East and the United States*, 119-135.

President Harry S. Truman, “[Recommendation for Assistance to Greece and Turkey](#),” 12 March 1947, online archive, Harry S. Truman Library and Museum.

11/25/24 (M)	Unit Evaluation #3 Due, No Class
11/27/24 (W)	Thanksgiving Week
11/29/24 (F)	Thanksgiving Week
12/2/24 (M)	No Class
12/4/24 (W)	No Class
12/6/24 (F)	No Class

University Policies:

Plagiarism Will Not Be Tolerated at Purdue University: *Plagiarism is a crime, and students can be expelled for turning in a paper that they did not write. Copying a person's work verbatim is not the only form of plagiarism. In some cases, plagiarism involves paraphrasing the idea of another without a footnote or the repetition of another author's phrase. Students are advised to consult Purdue University's Guide to Academic Integrity for guidelines at: <http://www.purdue.edu/ODOS/osrr/integrity.htm>. Plagiarized work will receive a 0, and the professor reserves the right to forward the case to the administration for further review by a dean.*

This ***AI Statement*** was copied word for word (just about) from an article in *The Chronicle of Higher Education* by Flower Darby (see [here](#)): ***Cheating isn't new, and neither is 'contract cheating' (paper mills & other schemes to pay someone to do homework), though the latter is growing by leaps and bounds...Cheaters are only cheating themselves...A track coach who would tell runners they could ride a scooter around the track wouldn't make athletes faster or stronger. Think about yourself like that runner...there is value in doing the work of learning instead of outsourcing it to a machine. In this era of remote and hybrid jobs, working in ways that establish trust with your supervisor and team members is more important than ever.***

Here Is the Purdue University Policy for Academic Dishonesty: *Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972] <https://www.purdue.edu/odos/academic-integrity/>*

Here Is the Purdue University Policy Prohibiting Discrimination: *Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The*

University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously. http://www.purdue.edu/purdue/ea_eou_statement.html

Accessibility and Accommodation: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Disclaimer: In case of a major campus emergency, the requirements on this syllabus are subject to changes required by a revised semester calendar. Any changes will be posted, once the course resumes, on the course website. It may also be obtained by contacting the instructor via email.

Mental Health and Wellness Resources

There is a link to Purdue Counseling and Psychological Services on Brightspace, under the Student Services and Resources section. **If you feel stress, anxiety and/or overwhelmed, try [WellTrack](#)**, with information and tools at your fingertips, available to you at any time. **If you need support and information about options and resources**, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm. **If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

In cases of absences due to circumstances beyond a student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students. See, http://www.purdue.edu/studentregulations/regulations_procedures/classes.html.