

For use by Catalog Production Office Only  
Do Not write in this box.  
Course is listed in current catalog? Y or N  
EFFECTIVE TERM APPROVED \_\_\_\_\_

For Office Use Only:  
Course Attributes: \_\_\_\_\_

Print Form

Current Date \_\_\_\_\_  
**RECEIVED**  
MAR 05 2015

Full name here

Abbreviate here

College of  
Liberal Arts & Sciences

# UIS New Course Approval and Existing Course Change Form

1. Please indicate whether the course is  Is the course an ECCE, Gen Ed, or Non-Gen Ed?

2. Program Name  Course Prefix and Number  Effective Term Requested

3. Contact Person for an existing course

Syllabus Designer for new courses

Mail Stop  Phone Number  E-mail Address

4. For courses currently in Banner System, indicate type of change requested: (check all that apply)

- Change in prefix or number From \_\_\_\_\_ To \_\_\_\_\_
- Change in prerequisite From \_\_\_\_\_ To \_\_\_\_\_
- Change in course title (see Item 5)
- Change in description (see Item 6)
- Change in credit hours (see Item 7)
- Change in faculty workload hours (see Item 7)
- Delete a course at the end of term (pick one)  Enter Year
- Add cross-list (list all courses involved) Controlling Course \_\_\_\_\_ Other courses in cross-list: \_\_\_\_\_
- Other \_\_\_\_\_

A mark in Section 4 for an existing course requires at least a brief explanation & rationale (see guidelines). Multiple changes may require a full purpose and rationale.

Count spaces, punctuation marks

5. For new courses or changes in title, please provide course title:

Title that will appear in schedule, limit 30 spaces (abbreviated)

Full Title for the Catalog

6. For new courses or changes in description, please provide description: (75 word limit including prerequisites)

In this course we will study the Middle East in connection with the global politics of the Cold War era in order to gain an understanding of the ways in which political, economic, cultural and other aspects of society in the region interacted with the US and USSR. This course is an upper division research seminar in History. Students taking this course for graduate credit will be expected to do additional work.

7. For new courses or changes in hours information, please provide the following:

Credit Hours  Faculty Workload Hours

8. If course is intended for the UIS General Education Curriculum, please indicate the requested category

9. If course is intended for the UIS ECCE Curriculum, please indicate the requested category:

If more than 2.5 lines, count your words

For 3-4 credit hours, the normal workload is 4 hours

10. Schedule Type: (Check all that may apply to this course)

- Lecture
- Lecture/Discussion
- Lab
- Clinical Practice
- Online

Most common choices

11. Can this course be repeated for credit? (pick one)  Yes  No

If yes, then the course has variable topics, which allow the student to take the course more than once, even in the same term. (This does not refer to a student replacing a grade by retaking a course.)

If so, is there a Max number of times for repeat?  OR Max hrs for a variable credit course?

12. Grading mode: One mode must be designated as the default:

Grade modes are limited to the following options:

- S only; C only; or S+C;
- Y only; X only; or Y+X

Most common choice

- (S) Standard letter grade **with** incomplete (I) and **without** deferred grade (DFR)
- (C) Credit/No Credit **with** incomplete (I) and **without** deferred grade (DFR)
- (Y) Standard letter grade **without** incomplete (I) and **with** deferred grade (DFR)
- (X) Credit/No Credit **without** incomplete (I) and **with** deferred grade

13. Registration Restrictions: If this course is to be restricted to a particular student population (e.g. BIO majors only, Senior Class only, CAP Scholars only, Graduate Students only, etc.; note that General Education Courses may not be restricted).

Courses should be proposed by tenure-track faculty members regardless of staffing plans

14. Existing cross lists: Controlling Course  Other courses in cross list:

15. Approval Signatures: Please print this form before obtaining signatures.

Faculty Member submitting proposal:  Date

Program Administrator:  Date

Program Administrator Cross-Listed Course:  Date

Program Administrator Cross-Listed Course:  Date

Chair, College Curriculum Committee:  Date

Dean:  Date

GEC Chair:  Date

Office of VCAA:  Date

Print Form

If cross-listed, signatures required before submitting the proposal to CLAS Curriculum Committee

Should match course number on form, line 2, unless it is a revision



UNIVERSITY OF ILLINOIS AT SPRINGFIELD

## HIS 485: Cold War and the Middle East

**Credit Hours:** 4

**Term Year:** Spring 2014

**Class time and location:** MW 4-5:40pm in Brookens 371

**Instructor:** Dr. Barnwell  
**Office Hours:** W 1-3, or by appointment  
**Office:** UHB 3070  
**Phone:** 217-206-7420  
**Email:** kbarn2@uis.edu

Should match credit hours on form, line 7

### REQUIRED SECTION

#### Course Description

When speaking of the Cold War, we usually speak of a world divided by two global powers: the United States and the Soviet Union. This framework, though, limits peripheral states to passive powers subject to the whims of the United States and Soviet Union. Such an approach limits our ability to understand the active roles smaller nations played in the global politics of the Cold War era. We will study one of those regions, the Middle East, in greater detail in an effort to gain a greater understanding of the ways in which political, economic, cultural and other aspects of society in the region interacted with the US and USSR. We will ask a variety of questions about the approach to history in this era, especially: Was there a “Cold War” in the Middle East?

#### Course Objectives/Learning Outcomes REQUIRED SECTION

Students who successfully complete this course will

1. Gain a greater understanding of the ways in which historians approach the subject of the Cold War in the Middle East;
2. Learn to analyze primary source materials on an individual and more holistic level;
3. Learn to do academic research, using primary source materials;
4. Improve their writing skills through the production of a 12-15 pp. research paper, including drafting, work shopping, and revising;
5. Gain experience presenting research through formal presentations of research at the end of the semester.

#### Course Expectations

The success of this course depends on an atmosphere of mutual respect. Out of respect for myself and your fellow students, I expect everyone to come to class regularly and on time, prepared to participate in discussion and in-class activities, as well as pay attention in lecture. All

Reasonable accommodations are available for students who have a documented disability. A documented disability can include: physical, psychological, chronic health, vision, hearing, learning, traumatic brain injury, Asperger's Syndrome and/or autism, cognitive, and A.D./H.D.D. Please notify the instructor during the first week of class of any accommodations needed for the course. While O.D.S. does accept late applications, accommodations are not retroactive. All accommodations must be approved through the Office of Disability Services (ODS) (217-206-6666), HRB 80.

cell phones should be silenced and put away during class. **The Barnwell Rule:** Anyone whose phone rings in class will be asked to leave for the remainder of the class period, forfeits attendance points for that day, and is responsible for making up any material he/she misses. In return, students should expect me to come to class on time, to return graded assignments promptly, and to convey information clearly and coherently. Additionally, **I recognize that some of the topics in this course, and sharing and commenting on one another's work can elicit strong opinions and emotions; because I would like this class to serve as a forum for candid discussion where appropriate, it is important that everyone remain respectful of others' opinions.**

Should be consistent with UIS policy

### **UIS Academic Integrity Policy**

The UIS policy on Academic Integrity states in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity.... Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members. Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost. You are responsible for understanding and complying with the policy, which is available at [www.uis.edu/academicintegrity.htm](http://www.uis.edu/academicintegrity.htm).

***On plagiarism, in particular:*** *UIS Academic Integrity Policy defines plagiarism as: “intellectual theft: the plagiarist presents work done by others as his or her own, in writing or orally. Plagiarism is failure to properly and appropriately reference and acknowledge the ideas and words of others. This includes website material used in written, oral, or multi-media presentations.” Words and ideas that are not your own must be credited to the author—whether you are quoting directly or paraphrasing. When quoting directly, you must use quotation marks, quote accurately, and provide the bibliographic information in a footnote. When paraphrasing, you summarize the idea from the source using your own words, and must still provide the bibliographic information as you would with a direct quote.*

*If caught plagiarizing a student may receive a 0 (zero) for the assignment and/or a failing grade for the semester. For more on how to avoid plagiarism, contact me with questions and/or visit the Center for Teaching and Learning at [www.uis.edu/ctl/](http://www.uis.edu/ctl/) for information.*

### **Required Texts REQUIRED SECTION**

Rashid Khalidi, *Sowing Crisis: The Cold War and American Dominance in the Middle East* (2010).

Stephen Kinzer, *All the Shah's Men: An American Coup and the Roots of Middle East Terror* (2008).

Readings assigned via Blackboard.

Course books are available at the UIS bookstore online, in the Brookens Library, and for purchase at most book stores. Unless otherwise noted, BB readings should be printed out and brought to class. Electronic readers for BB materials are acceptable, but students must be able to easily and quickly find notes and appropriate page number references during discussion in class.

## Should include an accommodation policy consistent with Office of Disability Services

### Absences and Late Policy

**Absences:** Attendance in this class is required; students will be penalized for missing classes or coming to class late. Students who arrive late will lose partial credit. Absences cannot be made up. Excused absences are rare, indeed, and can be granted at my discretion for instances of illness or death in the family, and may require documentation, and will lead to a -1% reduction in your participation grade. Unexcused absences will lead to a -3% for your participation grade.

**Late policy:** Assignments must be turned in the day they are due at the beginning of class. Late assignments will receive a 10% deduction per day (24 hour period). If you have a planned absence, you are responsible for turning in your work in advance of the deadline.

## REQUIRED SECTION (Requirements and Grading/ Evaluation)

### Methods of Evaluation—Undergraduate Students

1. Attendance (10%): This course is run largely as a seminar-style course; this means that student participation and discussion are an essential element of the classroom. Student absences will result in a deduction in the total participation grade (-1% for excused absences, -3% for unexcused absences).
2. Questions for class (5%): On days assigned to you, you are responsible for emailing questions about the reading in advance of class in order to help spark discussion over the readings. These are graded on a credit/no credit basis; handout provided in class.
3. Book review of *All the Shah's Men* (10%): A 2-3pp. book review; handout provided in class.
4. Comparative book review of two books related to your research topic (15%): building on the previous book review assignment, you will produce a 3-5pp. book review comparing two books, preferably with different approaches, arguments, etc., related to the topic you are writing about. A handout will be provided in class.
5. Paper project (60% total) as distributed in the following manner:
  - o Bibliography and paper proposal (10%): A bibliography of secondary and primary source materials properly formatted in Turabian Style, including at least 10 sources; a 3 page paper proposal describing your topic, research question and proposed argument, and analyzing your primary and secondary source materials' strengths and weaknesses.
  - o Draft (7-10pp.) (5%, credit or no-credit): Students will submit a draft of their research paper, properly formatted for review by fellow students and by me.
  - o Peer review (10%): Students will perform a peer review of 1-2 classmates' papers using the class handout. The grade will be assigned to the reviewer based on quality of feedback and constructiveness of criticism.
  - o Paper presentation (15%): Students will present their research conference-style, with panels organized on a theme by me.
  - o Final paper (20%): a 12-15pp. research paper based largely on primary sources and supplemented with secondary sources. The paper should be properly formatted, follow Turabian Style guidelines, present a cogent argument, and reflect the peer review process.

Should sum to 100%

## Must include the additional requirements for graduate students if mixed (400-level) class

### **Methods of Evaluation—Graduate Students**

Graduate students taking ~~this~~ course for graduate credit are expected to perform additional work commensurate with a graduate-level course load. In addition to one extra assignment and a longer final paper, the expectation of quality for graduate-level work is higher than that of undergraduate work on the same assignments. Graduate students in the history program must receive a full B or above in the class in order for this to count for graduate credit.

1. **Attendance (5%)**: This course is run largely as a seminar-style course; this means that student participation and discussion are an essential element of the classroom. Student absences will result in a deduction in the total participation grade (-1% for excused absences, -3% for unexcused absences).
2. **Questions for class (5%)**: On days assigned to you, you are responsible for emailing questions about the reading in advance of class in order to help spark discussion over the readings. These are graded on a credit/no credit basis; handout provided in class.
3. **Book review of *All the Shah's Men* (10%)**: A 2-3pp. book review; handout provided in class.
4. **Comparative book review of two books related to your research topic (15%)**: building on the previous book review assignment, you will produce a 3-5pp. book review comparing two books, preferably with different approaches, arguments, etc., related to the topic you are writing about; handout provided in class.
5. **Paper project (65% total) as distributed in the following manner**:
  - o Bibliography and paper proposal (10%): A bibliography of secondary and primary source materials properly formatted in Turabian Style, including at least 10 sources; a 3 page paper proposal describing your topic, research question and proposed argument, and analyzing your primary and secondary source materials' strengths and weaknesses.
  - o Conference-style abstract (5%): Having completed your proposal, you will produce a 150-200 word abstract along the lines of a history conference Call For Papers.
  - o Draft (10-12pp.) (5%, credit or no-credit): Students will submit a draft of their research paper, properly formatted for review by fellow students and by me.
  - o Peer review (10%): Students will perform a peer review of 1-2 classmates' papers using the class handout. The grade will be assigned to the reviewer based on quality of feedback and constructiveness of criticism.
  - o Paper presentation (15%): Students will present their research conference-style, with panels organized on a theme by me.
  - o Final paper (25%): a 15-20pp. research paper based largely on primary sources and supplemented with secondary sources. The paper should be properly formatted, follow Turabian Style guidelines, present a cogent argument, and reflect the peer review process. It should also demonstrate a clear engagement with secondary source materials in framing the research problem

### **Grading Scale (all students)**

A= 93-100%

A-= 90-92%

B+= 87-89%

D= 63-66%

B= 83-86%

B-= 80-82

C+= 77-79%

D-= 60-62%

C= 73-76%

C-= 70-72%

D+= 67-69%

F= =<59%

Course activity should match course schedule type on form, line 10

**Tentative Course Schedule**

Date	Topic	Assignment
1/22	Introduction to the course	
1/27 (M)	The Ottoman Empire, The Great Game, and the Russian Rivalry	BB: "Legend of the Great Game" by Malcolm Yapp
<b>Introduction to thinking about the Cold War in the Middle East</b>		
1/29 (W)	Ways of thinking about the Cold War and the Middle East	Khalidi, preface-39
2/3 (M)	Ways of thinking about the Cold War and the Middle East	BB: "Introduction" by Ashton; "Introduction" by Sayigh and Shlaim; "The Middle East, the Great Powers, and the Cold War," by Fred Halliday Be prepared to discuss historiographical approaches of the different authors
2/5 (W)	Oil, the Middle East, and the Cold War	Khalidi, 40-69 BB: Example book reviews
2/10 (M)	Oil, the Middle East, and the Cold War	Kinzer, pp. ix-82 Be prepared to talk about general research topics
2/12 (W)	<i>Library Research Session</i>	Khalidi, 70-100
2/17 (M)	The Non-Alignment Movement	BB: "Third World Neutralism and British Cold War Strategy" by Ann Lane Kinzer, pp. 83-166
2/19 (W)	<i>All the Shah's Men</i> : Wrap up!	Kinzer, pp. 167-end Research project check-in
2/24 (M)		<b>Book review due: <i>All the Shah's Men</i></b> Khalidi, 101-158
2/26 (W)	The Cold War in the Global Context	Khalidi, 159-200 BB: Selection from O. A. Westad ( <i>The Global Cold War</i> )
<b>Case Studies in the Middle East and the Cold War</b>		
3/3 (M)	The Baghdad Pact	BB: The Baghdad Pact
3/5 (W)	The Baghdad Pact	BB: "The Baghdad Pact: Cold War or Colonialism?" by Richard L. Jasse; "Who's Sorry Now?" by Spencer Mawby
3/10 (M)	Intro to the Arab-Israel Conflict and the Cold War	<b>Paper proposal and bibliography due</b>
3/14 (W)	The Arab-Israel Conflict and the Cold War, cont.	BB: "Truman's Recognition of Israel," by Michael Ottolenghi; "The Soviet Role in the Emergence of Israel," by O. Smolansky

A schedule is not required, but there should be some description of learning activities and instructional methods

Date	Topic	Assignment
3/17-3/21	<b>Spring Break—No Class!</b>	
3/24 (M)	The Arab-Israel Conflict and the Cold War (II)	BB: “The Cold War and the Six Day War: US Policy Towards the Arab Israeli Crisis of June 1967” by Peter L. Hahn; “Crises of a Conservative State” by K. N. Barnwell; “The Cold War and the Soviet Attitude Towards the Arab-Israeli Conflict” by Galia Golan
3/26 (W)	Research check-in; <i>Fifty Days War</i>	<b>Comparative book review due</b> <b>Graduate students only: Abstract due</b>
3/31 (M)	Understanding Arab Nationalism in the Cold War Setting	BB: “Arab Nationalism and Soviet-American Relations,” by F. Sayegh; “Perceptions and Reality” by Rashid Khalidi;
4/2 (W)	Understanding Arab Nationalism in the Cold War Setting	BB: “Pan-Arab Movement and the Influence of Cairo and Moscow,” by Peter Sluglett; “Saddam Hussein, Western Imperialism and Arab Identity” by S. Muralidharan
4/7 (M)	The Suez Crisis	BB: “The Hijacking of a Pact” by Nigel Ashton;
4/9 (W)	The Suez Crisis	BB: “Soviet Union and the Middle East,” by Saivetz; “Emergence of the United States as a Middle Eastern Power” by Diane Kunz;
4/14 (M)	TBD	<b>Paper drafts due</b>
4/16 (W)	Egypt-Syria-Iraq: The “other” Cold War	BB: Kerr, <i>The Arab Cold War</i> (Selection)
4/21 (M)	Egypt-Syria-Iraq: The “other” Cold War (cont.)	<b>Peer review feedback due</b> BB: Kerr, <i>The Arab Cold War</i> (Selection)
4/23 (W)	<b>No class meeting: student conferences with Dr. Barnwell</b>	
4/28 (M)	The Gulf States and the Cold War: Yemen and the Persian Gulf	BB: “Britain’s Last Imperial Frontier,” by S. Mawby; “Kennedy Administration and the Egyptian-Saudi Conflict in Yemen” by F. Gerges; Hurewitz
4/30 (W)	Does it matter?	BB: “Cold War, Post-Cold War...” by Karsh
5/5-5/7	<b>Class Conference: Student Panel Presentations</b>	
<b>Finals week: Papers due 5/14 no later than 5pm.</b>		



Must be present, clear, concise, and make the case. See guidelines for description of content.

### **Purpose and Rationale for Cold War and the Middle East**

This course will serve the History Department as an upper division elective (non-US history).. In terms of skills-building specific to the history major, this is a research- and writing-intensive methods course that requires students, particularly majors and minors, to practice the discipline through examination of the Middle East during the period of the Cold War. I have taught this course twice as a Topics course (HIS 470: Topics in 20<sup>th</sup> Century History) in Spring 2014 and Fall 12.

Curricular need:

Cold War/Middle East will serve the history department curriculum by providing a research- and writing-intensive upper division elective for undergraduate- and graduate-level History students. The History Department offers a variety of upper division courses categorized as non-US history, but in order to serve the University needs for general education curriculum, most of these courses are designed as inter-disciplinary ECCE; this means that history students are exposed to many aspects of historical narrative, but due to the broad nature of the ECCE curriculum, students have limited options for research- and writing-focused classes that are specific to history as a discipline. Currently, this is the only non-general education course designed specifically to address history of the Middle East, which is my area of specialization.

HIS 485 will appeal to both upper division undergraduate students as well as graduate students in the History department. As a 400-level course this class will be available to graduate students in our program, who are required to have *at least* one world history concentration course. I have had graduate students in the course both times I have taught it. Additionally, undergraduate students are required to take a minimum of 8 hours in non-US history courses at the upper division, and this course will appeal to many of those students. Both times, students from other majors, particularly Global Studies and Political Science, have been able to use the course to satisfy major requirements.

My previous efforts to teach Cold War/Middle East have been largely successful. Enrollment in the sections offered were 19 and 10 students, respectively, indicating interest in the subject matter. In both sections of the course, students successfully completed research papers and subsequently presented their research at StARS (2013) or expanded their research as part of their CAP senior symposium projects (2013 and 2014), indicating that students found the course to significantly increase their interest in the project.

Any disciplinary boundary issues or interdisciplinary relationships should be noted

Course relationship to other courses or past offerings should be addressed, especially if there are similar courses