



COURSE SYLLABUS

1. Information about the programme

1.1 Higher Education Institution	Babeş-Bolyai University
1.2 Faculty	European Studies Faculty
1.3 Department	International relations and German studies
1.4 Field of study	International Relations and European Studies
1.5 Study level	MA
1.6 Programme of study/ Qualification	Transatlantic studies

2. Information about the discipline

2.1 Module	Relations between the West and the Middle East since 1945						
2.2 Course holder	Lecturer Raluca Moldovan PhD						
2.3 Seminar holder	Lecturer Raluca Moldovan PhD						
2.4 Year of study	2	2.5 Semester	1	2.6. Type of assessment ¹	E.	2.7 Type of module ²	OB

3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.1 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	28	3.6 of which for seminar	14
Time distribution:					9
Study by using handbook, reader, bibliography and course notes					1
Additional library/specialised online research, field research					0.5
Preparation of seminars/laboratories, homework, projects, portfolios and essays					0.5
Tutoring					0.5
Examinations					0.5
Other activities:					
3.7 Total no. of hours for individual study	3				
3.8 Total no. of hours per semester	126				
3.9 No. of ETCS credit points	6				

4. Prerequisites (where applicable)

4.1 of curriculum	• --
4.2 of competencies	• --

¹ E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

² OB - core module, OP - elective module, F - extracurricular module

5. Conditions (where applicable)

5.1 For the development of the course	• --
5.2 For the development of the seminar/laboratory	• laptop, projector

6. Specific skills acquired

Professional skills	<ul style="list-style-type: none"> • the multi-perspective analysis (rhetorical, content, contextual) of various types of cultural productions coming from different fields (artistic productions, public discourses, mass culture, community cultures and sub-cultures) • oral, written and electronic communication of specialized knowledge in the language in which the programme is taught (English) • the analysis of the diversity of American society from multi-/intercultural, transnational and global perspectives • using and interpreting various types of discourses (literary, artistic, historical, political, media, etc.) in contemporary American society
Interdisciplinary skills	<ul style="list-style-type: none"> • meeting deadlines and carrying out tasks rigorously, efficiently and responsibly, by respecting the ethical principles of scientific research and the correctly applying citation rules • applying team building techniques; developing interpersonal communication skills and taking on specific roles during team work.

7. Course objectives (based on list of acquired skills)

7.1 General objective	Familiarising the students with the history of American diplomatic relations in the Middle east since 1945.
7.2 Specific objectives	<ul style="list-style-type: none"> • developing analytical skills to grasp the political decisions and the role of the various state and non-state actors • understanding the political, cultural and religious complexity of the Middle East • understanding and identifying the American geopolitical and geostrategic objectives in this area.

8. Contents

8.1 Lecture	Teaching methods	Observations
1-2. The US and Middle East in historical context	Interactive lecture	
3. The making of a special relationship: America and Israel.	Interactive lecture	
4. America, Nasser and Arab revolutionary nationalism.	Interactive lecture	
5 – 6. Modernising the Middle East: reform and revolution in Iraq, Libya and Iran.	Interactive lecture	
7. The Carter administration and uprising in Afghanistan.	Interactive lecture	
8 – 9. The Reagan administration and involvement in the Greater Middle East and the Persian Gulf	Interactive lecture	
10. George H. W. Bush and operation Desert Storm.	Interactive lecture	

11 – 12. The Clinton administration and Arab-Israeli peace talks in historical context.	Interactive lecture	
13 – 14. The Bush doctrine, Iraq and radical Islam from George W. Bush to Obama. The current Syrian conflict	Interactive lecture	
Bibliography:		
<ul style="list-style-type: none"> • Shahram Akbardazeh (ed.): <i>America's Challenges in the Greater Middle East. The Obama Administration Policies</i>, New York: Palgrave Macmillan, 2011. • Lawrence Freedman: <i>A Choice of Enemies. America Confronts the Middle East</i>, New York: Public Affairs, 2008. (selective) • Philip H. Gordon, Jeremy Shapiro: <i>Allies at War. America, Europe and the Crisis over Iraq</i>, New York: McGraw Hill, 2004. • Melani McAlister: <i>Epic Encounters. Culture, Media and US Interests in the Middle East, 1945-2000</i>, Berkeley: University of California Press, 2001. • Douglas Little: <i>American Orientalism. The United States and the Middle East since 1945</i>, Chapel Hill: University of North Carolina Press, 2008. (selective) • Kenneth M. Pollack et. al.: <i>The Arab Awakening. America and the Transformation of the Middle East</i>, Washington D.C.: Brookings Institution Press, 2011. • William B. Quandt: <i>Peace Process. American Diplomacy and the Arab-Israeli Conflict since 1967</i>, Berkeley and Los Angeles: University of California Press, 2005. • Barry Rubin: <i>Cauldron of Turmoil. America in the Middle East</i>, New York: Harcourt Brace, 1992. • Shibley Telhami: <i>The Stakes: America in the Middle East. The Consequences of Power and the Choice for Peace</i>, Cambridge: Westview Press, 2004. • Janice J. Terry: <i>US Foreign Policy in the Middle East. The Role of Lobbies and Special Interest Groups</i>, London: Pluto Press, 2005. • Michael Thomas: <i>American Policy Toward Israel. The Power and Limits of Beliefs</i>, London: Routledge, 2007. 		

8.2 Seminar / Laboratory	Teaching methods	Observations
1. In history:	Interactive student presentations	
a. The Middle East in the American mindset (Little ch. 1)	Interactive student presentations	
2. In depth:	Interactive student presentations	
b. American interests and Middle Eastern oil (Little ch. 3)	Interactive student presentations	
c. US national security, the Soviet threat and the Middle East (the Truman, Eisenhower, Nixon and Carter doctrines) (Little ch. 4)	Interactive student presentations	
d. The Iran-Contra affair (Freedman ch. 9)	Interactive student presentations	
e. The Clinton Administration and dual containment (Freedman ch. 14)	Interactive student presentations	
f. Why Al-Qaeda chose America (Freedman ch. 16)	Interactive student presentations	
3. In our times (Obama administration policies in the Middle East)	Interactive student presentations	
g. Overview of Obama administration foreign policy in the Middle East (Akbardazeh (ed.) ch. 1; Pollack ch. 36); Policies regarding Iraq (Akbardazeh (ed.) ch. 2; Pollack ch. 11)	Interactive student presentations	
h. Saudi Arabia and GCC states (Akbardazeh (ed.) ch. 3-4; Pollack ch. 18)		
i. Egypt and the Arab Spring (Akbardazeh (ed.)		

ch. 5, Pollack ch. 12) j. Israeli and Palestinian relations (Akbardeh (ed.) ch. 6; Pollack ch. 15, 28) k. Iran: engagement and containment (Akbardeh (ed.) ch. 9; Pollack 29) l. Pakistan and Afghanistan (Akbardeh (ed.) ch. 10-11) m. Central Asia and Turkey (Akbardeh (ed.) ch. 12, 13; Pollack ch. 30)		
Bibliography:		
See the list above		

9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:

At the end of this class, the students will be able to apply the knowledge acquired in practical contexts as cultural mediators, experts in foreign policy and diplomacy, as the skills developed throughout this course will enable them to meet the expectations of various employers in the field.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Grasping the basic concepts and knowledge specific to the field of foreign relations based on the course bibliography and lectures; the exam consists in analytical questions based on the course content.	Written exam	50%
10.5 Seminar	The assessment will consider the way in which the students explain key concepts, select relevant examples and transmit information to their peers in a coherent presentation.	Oral presentation	50%
10.6 Minimum standard of performance			
Obtaining the minimal grade 5 for each component of the final grade.			

Date
07.05.2016

Course holder signature
Dr. Raluca Moldovan

Seminar holder signature
dr. Raluca Moldovan

Date of departmental approval
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Head of department signature
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