

POLS 2590 – Politics of the Middle East and North Africa

Fall 2019

Location: McGannon 121

Professor Matthew Nanes – matthew.nanes@slu.edu

Office Hours: Mondays 10-11 and Tuesdays 1-2, McGannon Hall 123

Course Description and Goals:

This course introduces students to the politics of the contemporary Middle East. It is a course in “comparative politics,” meaning that we will focus primarily on the domestic politics of various countries, including their institutions and cultures. The course assumes minimal knowledge of the region and is appropriate for students from all majors. You may find it helpful to have taken an introductory course in comparative or international politics, but there are no required prerequisites.

By the end of the course, you should be able to:

- Identify key characteristics of the current government of most Middle Eastern countries, including whether the country is democratic or authoritarian (and the nuances between different types of authoritarian governments), the current economic situation in the country, the religious makeup of the country and religion’s role in politics, and the most important social and political issues citizens face.
- Identify the religious and ethnic cleavages that are politically relevant in the Middle East, explain their origins, and analyze how these divisions affect contemporary politics.
- Explain the degree to which different countries do or do not rely on oil revenues, and how this reliance affects their political situations.
- Analyze isolated events, like those you might find in a newspaper article, in a broader context. Explain the background of the event in question, identify the key players and their preferences, and predict what we might expect to happen next.

Attendance Policy:

Attendance and active participation are expected at every class session. I will evaluate you on the quality of your participation. I will excuse absences that are both unforeseeable and unavoidable. Please contact me by email as soon as it is feasible so I can determine whether the absence is excused. Otherwise, you are permitted two unexcused absences. Unexcused absence after the first two will result in a zero for participation that day, as well as a zero on any quizzes or in-class activities that you miss (see below).

Grading and Assignments:

1. **READING QUIZZES** – 15%. These in-class quizzes are designed to ensure that you have completed the assigned readings and are prepared to discuss them. They will not be hard, and you should do well if you complete the readings. We will not have one in every class, but they will occur regularly. Missed reading quizzes cannot be made up at a later date. If you miss a quiz due to an *excused* absence, I will drop that quiz from your grade. In addition, I will drop your two lowest quiz grades.
2. **CLASS PARTICIPATION** – 20%. All students are expected to contribute to in-class discussions in a thoughtful manner. Your performance in any in-class activities is included in this category.
3. **RESPONSE PAPERS** (take home) – 20%. Two papers worth 10% each. I will provide a topic that has been in the news recently and you will analyze it using tools and theories we learn in class. 2-3 pages each. Additional details TBA.
4. **MIDTERM EXAM** – 20 %. In class, October 18th.
5. **FINAL EXAM** – 25%. Date TBA.

For response papers turned in late, I will deduct 1 full letter grade (i.e. an A becomes a B) immediately following the deadline, plus an additional letter grade for each 24 hour period that passes beyond the deadline.

Students taking this course for honors credit will write an additional paper, due on the date of the final exam. Please contact me by the end of Week 2 so we can discuss details.

I will convert your numeric grades to a letter course grade using this scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

Making the Most of Lectures:

Lectures are intended to help you in several ways:

- a. Provide exposure to a breadth of attitudes, perspectives, and experiences from your classmates.
- b. Highlight the most important parts of the assigned readings
- c. Use the assigned readings as a starting point for an expanded discussion of each topic

This class deals with topics that may be sensitive, emotionally-charged, and of course “political.” You may find yourself outside of your comfort zone, either due to something in the readings, something I say, or something a classmate says. This is a normal part of the learning experience. So long as we remain open-minded and respectful of these differences, they are a source for learning. You should feel free to challenge statements that you disagree with, regardless of whether they come from me or from a classmate. Just be sure that you do so in a respectful manner. Be open to the possibility that you are both right (or both wrong). Always make sure to challenge the statement, not the person who said it.

Readings and Resources:

Required Textbook: Mark Gasiorowski and Sean Yom (eds.), *The Government and Politics of the Middle East and North Africa*. Routledge/Taylor and Francis. 8th edition, 2017.

Additional readings will be posted on Blackboard.

You should follow the news in the Middle East throughout the semester. Some resources that provide a good place to start:

New York Times: <http://www.nytimes.com/pages/world/middleeast/index.html>

Al-Jazeera English: <http://www.aljazeera.com/>

Al-Monitor: <http://www.al-monitor.com/pulse/home.html>

Ynet News (Israel-specific): <http://www.ynetnews.com/home/0,7340,L-3083,00.html>

There is a lot of “biased” news (or perhaps biased “news”) on the internet. Read broadly, but always consider the source and the perspective of that source when interpreting new information. Also remember to check whether you are reading news or analysis.

Academic Integrity:

I take academic integrity very seriously. I intend to make the guidelines for each assignment clear regarding outside sources. If you are not sure what is allowed on an assignment, you should contact me for clarification. Unless I specify otherwise, assignments should be completed on your own with no input from anyone else. Unless otherwise specified, all assignments are closed-book and you may not use any resources to help complete them. Any violation of academic integrity will result in an automatic F in the class AND a referral to the Associate Dean’s office.

You should familiarize yourself with the university's general guidelines on academic integrity found here: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

Students with Disabilities

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please visit the Office of Disability Services website (<http://www.slu.edu/life-at-slu/student-success-center/disability-services>) for details. Please also contact me as soon as possible if you wish to discuss any of these options.

Title IX

SLU requires me to report certain types of information you discuss with me to the university's Title IX coordinator. You can find details about SLU's policy here: https://www.slu.edu/provost/faculty-affairs/teaching-resources-for-faculty/course-syllabus-information/syllabus-statements/syllabus-stmt_title-ix.docx

Student Success Center

"In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the Student Success Center to learn more about tutoring services, university writing services, disability services, and academic coaching."

University Writing Services

"Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the Student Success Center or call the Student Success Center at 314-977-3484."

Basic Needs Security

"Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need."

Introduction to the Modern Middle East

Monday 8/26: Course Intro

Wednesday 8/28 – Making of the Modern Middle East

- Al Jazeera: Sykes-Picot a Century On <http://interactive.aljazeera.com/aje/2016/sykes-picot-100-years-middle-east-map/index.html>
- Jacobs, Frank (2012), "Winston's Hiccup." *New York Times* http://opinionator.blogs.nytimes.com/2012/03/06/winstons-hiccup/?_r=0
- Documentary: The Oslo Diaries

Friday 8/30

- Documentary: The Oslo Diaries

Monday 9/2 – LABOR DAY – NO CLASS

Wednesday 9/4 – Geography of the Middle East

- Map Quiz
- G&Y Chapter 1, “Introduction: The Middle East and North Africa in Comparative Perspective”

Friday 9/6

- Make-up lecture: Making of the Modern Middle East

Religion and Sectarianism

Monday 9/9

- Cook, Michael. “The Koran: A Very Short Introduction.” Oxford University Press 2000. Pages 5-7, 127
- NPR: The origins of the Shiite-Sunni Split, <http://www.npr.org/sections/parallels/2007/02/12/7332087/the-origins-of-the-shiite-sunni-split>
- Browse for more information if interested: http://www.cfr.org/peace-conflict-and-human-rights/sunni-shia-divide/p33176#!/?cid=otr-marketing_url-sunni_shia_infoguide
- “A More Complex Map of Sunnis and Shiites” http://www.nytimes.com/interactive/2016/01/04/world/middleeast/sunni-shiite-map-middle-east-iran-saudi-arabia.html?_r=0

Wednesday 9/11: Iran

- G&Y Chapter 9, Iran

Friday 9/13: Iran

Monday 9/16

- Abdo, Geneive (2000), *No God but God: Egypt and the Triumph of Islam*. Chapter 1, p. 3-18.
- Al Jazeera.com (2016), “Saudi Arabia Strips Religious Police of Arresting Power.” <http://www.aljazeera.com/news/2016/04/saudi-arabia-strips-religious-police-arresting-power-160413141418824.html>

Oil and OPEC

Wednesday 9/18

- Kinzer, Stephen. “All the Shah’s Men: An American Coup and the Roots of Middle East Terror.” Wiley 2008. Pages 1-16

Friday 9/20

- G&Y Chapter 10, Saudi Arabia

Monday 9/23

- Michael Ross 2012, “The Oil Curse.”
 - Chapters 1 (p. 1-14) and 2 (p. 27-62)

- OR
- Chapters 3 (p. 63-93) and 4 (p. 111-144)
- Discussion Activity on “The Oil Curse”

Wednesday 9/25

- OPEC Simulation Game (in class)

The Israeli-Palestinian Conflict

Friday 9/27

- G&Y Chapter 6, Palestine

Monday 9/30

- Mentoring session: Research Resources for Political Science (in class)

Wednesday 10/2

- 1988 Hamas Charter: <http://fas.org/irp/world/para/docs/880818.htm>
 - alternate translation for reference: http://avalon.law.yale.edu/20th_century/hamas.asp
- Excerpts from Hamas leader Khaled Meshal’s 2014 speech in Gaza: <https://www.youtube.com/watch?v=0DiQRO49M>
- <http://www.aljazeera.com/news/2017/05/hamas-accepts-palestinian-state-1967-borders-170501114309725.html>

Friday 10/4: Hamas-Fatah Split

Monday 10/7: Social Issues in Israel and Palestine

- Sweis (2016), “Jordan Struggles Under a Wave of Syrian Refugees.” http://www.nytimes.com/2016/02/14/world/middleeast/jordan-syria-refugees.html?_r=0
- <http://972mag.com/israels-deepest-divide/117987/>
- *Government Resolution 922*

Wednesday 10/9

- Midterm Exam Review

Friday 10/11

- G&Y Chapter 5, Israel
- Research Lesson:
 - Nanes (2019), “Policing in divided societies: Officer inclusion, citizen cooperation, and crime prevention” (in class)
 - Grossman et al (2015), “Descriptive Representation and Judicial Outcomes in Multiethnic Societies” (in class)

Strong-Men, Pharos, and Kings

Monday 10/14

- Bellin 2004, “The Robustness of Authoritarianism in the Middle East.” *Comparative Political Studies*

Wednesday 10/16

- G&Y Chapter 13, Egypt

Friday 10/18

- Midterm Exam (in class)

Monday 10/21 – FALL BREAK – NO CLASS

Wednesday 10/23

- Blaydes, Lisa. *Elections and Distributive Politics in Mubarak's Egypt*. Cambridge University Press 2013. Chapter 8, "Elections and the Muslim Brotherhood"

Friday 10/25

- G&Y Chapter 4, Jordan

The Gulf

Monday 10/28

- G&Y Chapter 11, Eastern Arabian States: Kuwait, Bahrain, Qatar, United Arab Emirates, and Oman

Wednesday 10/30

- Rossingh (2016), "Qatar World Cup 2022: FIFA Ignoring Migrant Worker Abuses, Says Amnesty." <http://edition.cnn.com/2016/03/30/football/fifa-world-cup-qatar-migrant-worker-abuse-amnesty-international/>
- Tennant (2015), "Who Will Take Over from Sultan Qaboos, Arab World's Longest Serving Ruler?" <http://www.ibtimes.co.uk/who-will-take-over-sultan-qaboos-arab-worlds-longest-serving-ruler-1530757>

Sectarian Conflict

Friday 11/1

- G&Y Chapter 8, Iraq
- Habyarimana, Humphreys, Posner, and Weinstein (2008), "Better Institutions, Not Partition." *Foreign Affairs*.

Monday 11/4

- Galbraith, Peter W. "Kurdistan in Federal Iraq." In O'Leary, McGarry, and Salih (2005), *The Future of Kurdistan in Iraq*. p. 268-281

Terrorism, Insurgency, and Counterinsurgency

Wednesday 11/6

- Berman, Felter, and Shapiro (2018), "Chapter 5: The Role of Development Assistance." In *Small Wars, Big Data*.

Friday 11/8

- Kydd and Walter 2006, "The Strategies of Terrorism." *International Security*.

Revolution!

Monday 11/11

- G&Y Chapter 15, Tunisia

Wednesday 11/13

- Lohman, Susan (1993), "A Signaling Model of Informative and Manipulative Political Action." *American Political Science Review*. Pages 319-322.
- Research lesson: Steinert-Threlkeld, "Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring"(in class)

Friday 11/15: The Arab Spring

- Collective Action Activity (in class)

Civil War

Monday 11/18

- G&Y Chapter 2, Syria

Wednesday 11/20

- Additional articles TBA
- <http://www.aljazeera.com/indepth/interactive/2015/05/syria-country-divided-150529144229467.html>
- <http://www.aljazeera.com/news/2016/06/hezbollah-send-fighters-syria-aleppo-160624180847854.html>
- <http://www.aljazeera.com/indepth/opinion/2017/06/russia-dead-syria-170622113411176.html>

Friday 11/22

- G&Y Chapter 3, Lebanon

Monday 11/25

- <http://fares.al-monitor.com/pulse/originals/2017/03/lebanon-elections-law-parliament-extension.html>

Wednesday 11/27 – THANKSGIVING BREAK – NO CLASS

Friday 11/29 – THANKSGIVING BREAK – NO CLASS

Monday 12/2

- G&Y Chapter 12, Yemen

Life and Culture in the Modern Middle East

Wednesday 12/4

- Additional articles TBA
- Gambrell (2016), "In Image-Conscious Dubai, Even Police Patrol in Luxury Cars." <http://abcnews.go.com/International/wireStory/image-conscious-dubai-police-patrol-luxury-cars-39387536>
- Ghanem (2016), "Will short-term solution help Lebanon solve trash crisis?" <http://www.al-monitor.com/pulse/originals/2016/03/lebanon-trash-crisis-government-plan-landfills.html>

Friday 12/6

- Final Exam Review