



Saint Louis University
Madrid Campus

POLS-2930
Special Topic: Introduction to the Politics of the Middle East and
North Africa
Spring 2016

Barah Mikail
mikailb@slu.edu
Monday and Wednesday
16.00 to 17.15
PRH 8

Office hours
Monday and Wednesday 12.30-14.30
Tuesday 14.00-16.00 (by appointment)

Mobile phones are not allowed in the class

PLEASE READ THIS SYLLABUS CAREFULLY
IT HAS INFORMATION FOR THE COURSE AND
ITS EVALUATION

Course Description:

Over history, the Middle East has been a strategic region that involved several challenges and a large array of international actors. The geopolitical added value of the Middle East remains a reality today. With the “Arab Spring” (2011), the evolutions that have unfolded eventually contributed to bring back the region to the top of the international matters.

The course aims at bringing and referring to some important historical facts to better understanding the realities of the Middle East and North Africa. After referring to some pivotal religious, political and social points, we will delve into the contemporary realities of the Middle East and North Africa. At the end of the course, students will be capable to express their own understanding of the region’s dynamics and realities based on the teachings and the discussions that will take place during the semester.

Course Objectives:

1. Understand how historical facts can shed light on contemporary issues
2. Learn to differentiate local and national realities from common regional challenges
3. Identify to what extent the international balance of power can partly determine the evolutions of the Middle East and North Africa
4. Be aware of the religious and sociological nuances that form the region
5. Be capable of determining what elements may determine the future of the Middle East and North Africa
6. Be capable of making your own opinion based on articles and thoughts that reflect opposite points of views

Research Methods:

Students should complete the readings before the date of the course. They will be graded on the basis of a mid-term exam, an oral presentation that will be accompanied by a briefing report, and a final exam. Participation in class will be evaluated.

Recommendations for oral presentations

- **Students are required not to read their presentations.** The idea for you is to understand well the topic you have studied before you share your findings and ideas with your audience. The more you are comfortable with what you say, the better you will be prepared to engage a debate with your audience.
- **Students have to make their presentation structured, dynamic, provocative when needed and challenging.** The idea is not to get your audience to listen to an enumeration of dates and facts. Instead, you are required to make a clear and concise presentation of the topic before presenting the different views that are part of the debate, expressing what you think personally, defining the solutions you suggest and then bringing two or three open questions that will open the floor for the debate.
- At the end of your presentation, the audience should understand the relevance of the topic, integrate the different perspectives to understand the issue or problem,

as well as understand both the most appropriate ways to deal with the subject and the foreseeable consequences for the Middle East and North Africa and the countries that are involved in the region.

You will be assessed based on the way you lead and expose your presentation. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and provoke a dynamic discussion.

The criteria for evaluation will be

Your knowledge

Your ability to put your argument forward

Your ability to explain the argument and the points you wish to make

Your ability to provoke a dynamic and lead the discussion

Grade Scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	73%-79%
C	67%-72%
C-	60%-66%
D	50%-59%
F	0%-49%

Methods of Evaluation and Grading (% of Final Grade)

20%	Oral presentation
20%	Mid-term exam
20%	Attendance and participation
40%	Final exam

While some classes may be primarily lecture, much of the class will involve discussing the readings and current issues.

Therefore, student participation is crucial. An active and intelligent participation is required. Each recorded absence beyond three will result in a letter grade reduction in your participation and attendance grade.

BIBLIOGRAPHY

Textbook: Mansfield, Peter, **A History of the Middle East**, Penguin Books, 2013

- Allison, William Thomas, **The Gulf War, 1990-91**, Palgrave MacMillan, 2012
- Fromkin, David, **A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East**, Holt Paperbacks, 2009
- Gelvin, James, **The Israel-Palestine Conflict: One Hundred Years of War**, Cambridge University Press, 2014
- Hazleton, Lesley, **After the Prophet: The Epic Story of the Shia-Sunni Split in Islam**, Anchor, 2010
- Kaya, Taylan, **The Middle East Process and the EU: Foreign Policy and Security Strategy in International Politics**, I. B. Tauris, 2012
- Merlini, Cesare, Roy, Olivier, **Arab Society in Revolt: The West's Mediterranean Challenge**, Brookings Institution Press, 2012
- Morris, Benny, **1948: A History of the First Arab-Israeli War**, Yale University Press, 2009
- Nizameddin, Talal, **Putin's New Order in the Middle East**, Hurst, 2014
- Oren, Michael, **Power, Faith, and Fantasy: America in the Middle East: 1776 to the present**, W. W. Norton & Company, 2008
- Pollack, Kenneth, **The Arab Awakening: America and the Transformation of the Middle East**, Brookings Institution Press, 2011
- Rodinson, Maxime, **Muhammad**, The New Press, 2002
- Segev, Tom, **1967: Israel, the War, and the Year that Transformed the Middle East**, Picador, 2008

LECTURES

Wed. 13th January

Presentation of the course and Introduction to studying the Middle East and North Africa

Mon. 18th January

Politics and religion: Reading the Middle East

Reading: Robert Lee, Lihi Ben Shitrit, Religion, Society and Politics in the Middle East, CQ Press, pp. 209-214, downloadable at:

http://www.cqpress.com/docs/college/Lust_Middle%20East%2013e.pdf

Wed. 20th January

Sunnis and Shiites: The Origins of Discord

Reading: "Islam: Sunnis and Shiites", Congressional Research Service, 2009,

<http://fas.org/irp/crs/RS21745.pdf>

Mon. 25th January

From the Abbasids to the Ottoman Empire

Watch documentary: The History of the Ottoman Empire

(<https://www.youtube.com/watch?v=MpPGxJT9qQI>)

Wed. 27th January

From WWI to WWII: The Mandates

Reading: Woodrow Wilson's "Fourteen Points" Speech, 8th January 1918,

<http://www.firstworldwar.com/source/fourteenpoints.htm>

Mon. 1st February

The question of Palestine

Readings: UN resolutions number 181 (29th November 1947), 212 (19th November 1948), 194 (11th December 1948) and 303-IV (9th December 1948)

Wed. 3rd February

From the Suez crisis to the Six-Day War

Readings:

Segev, Tom, *1967: Israel, the War, and the Year that Transformed the Middle East*, Picador, 2008, Chapter 11, pp. 323-338

The Suez Crisis: An affair to remember, *The Economist*, 27th June 2006,

<http://www.economist.com/node/7218678>

Mon. 8th February

From the October War to the Camp David Accords

Reading: Amb. Alan Baker, Sinai, the New Egypt, and the Egypt-Israel Peace Treaty,

Jerusalem Center for Public Affairs, 22nd August 2012, <http://jcpa.org/article/sinai-the-new-egypt-and-the-egypt-israel-peace-treaty/>

Wed. 10th February

The War of Lebanon (1975-1989)

Reading: Constantine J. Petallides, Cedars to the East: A Study of Modern Lebanon, Student Pulse, 2011, Vol. 3 No. 12, <http://www.studentpulse.com/articles/603/cedars-to-the-east-a-study-of-modern-lebanon> (The article is two pages)

Mon. 15th February

The Iran-Iraq War (1980-1988)

Reading: Bruce Riedel, Lessons from America's First War with Iran, Brookings Forum, Summer 2013, <http://www.brookings.edu/research/articles/2013/05/lessons-america-first-war-iran-riedel>

Wed. 17th February

General review

<p style="text-align: center;">Mon. 22nd February MID-TERM EXAMS</p>

Wed. 24th February

The Gulf War (1990-1991)

Reading: Allison, William Thomas, *The Gulf War, 1990-91*, Palgrave MacMillan, 2012, pp. 40-62

Mon. 29th February

A New World Order

Reading: George Bush, Address Before a Joint Session of the Congress on the Persian Gulf Crisis and the Federal Budget Deficit, 11th September 1990, <http://www.presidency.ucsb.edu/ws/?pid=18820>

Wed. 2nd March

The Oslo Accords

Reading: Avi Shlaim, The Rise and Fall of the Oslo Peace Process, in Louise Fawcett (Ed.), *International Relations of the Middle East*, Oxford University Press, 2005, pp. 241-261 (The article can be read at: <http://users.ox.ac.uk/~ssfc0005/The%20Rise%20and%20Fall%20of%20the%20Oslo%20Peace%20Process.html>)

Mon. 7th March

Camp David II and the Second Intifada

Reading: Robert Malley, Hussein Agha, Camp David: The Tragedy of Errors, *The New York Review of Books*, 9th August 2001, <http://www.nybooks.com/articles/archives/2001/aug/09/camp-david-the-tragedy-of-errors/?page=1> (the article is 4 pages long)

Wed. 9th March

09/11

Reading: Michael J. O'Neal, Explanation and Analysis of George W. Bush's Address to the Nation on September 11, 2001,

http://salempress.com/store/pdfs/address_to_the_nation.pdf

Mon. 14th March

The Iraq War (2003)

Reading: Raymond Hinnebusch, The American Invasion of Iraq: Causes and Consequences, Perceptions, Spring 2007, <http://sam.gov.tr/wp-content/uploads/2012/01/Raymond-Hinnebusch.pdf>

Wed. 16th March

The 2006 Lebanon War

Readings: Prime Minister Ehud Olmert's Address to the Knesset during the Conflict in the North, 17th July 2006,

https://www.knesset.gov.il/docs/eng/olmertspeech2006_eng.htm

Hassan Nasrallah's "Victory Speech", 14th August 2006,

<http://arabist.net/blog/2006/8/16/nasrallahs-speech-full-text.html>

Mon. 21st March

No classes

Wed. 23rd March

No classes

Mon. 28th March

The Middle East in 2009: State of play

Reading: Summary of UNDP's Arab Human Development Report 2009, downloadable at <http://www.arab-hdr.org/publications/contents/2009/execsummary-e.pdf>

Wed. 30th March

The Arab Spring (2011)

Sami Zubaida, The "Arab Spring" in historical perspective, Open Democracy, 21st

October 2011, <https://www.opendemocracy.net/sami-zubaida/arab-spring-in-historical-perspective>

Mon. 4th April

Libya: Operation Odyssey Dawn

Reading: Popular Protest in North Africa and the Middle East (V): Making Sense of Libya, International Crisis Group, Middle East/North Africa Report No. 107, June 2011.

Read the executive summary at: <http://www.crisisgroup.org/en/regions/middle-east-north-africa/north-africa/libya/107-popular-protest-in-north-africa-and-the-middle-east-v-making-sense-of-libya.aspx>

Wed. 6th April

The Syrian conflict(s)

Readings: Christian Science Monitor's 2013 series of articles on War in Syria and the stakes for each of Russia, Iran, Israel, Jordan and Lebanon (links below):

<http://www.csmonitor.com/World/Middle-East/2013/0913/War-in-Syria-The-stakes-for-Russia>

<http://www.csmonitor.com/World/Middle-East/2013/0913/War-in-Syria-The-stakes-for-Iran>

<http://www.csmonitor.com/World/Middle-East/2013/0913/War-in-Syria-The-stakes-for-Israel>

<http://www.csmonitor.com/World/Middle-East/2013/0913/War-in-Syria-The-stakes-for-Jordan>

<http://www.csmonitor.com/World/Middle-East/2013/0913/War-in-Syria-The-stakes-for-Lebanon>

Mon. 11th April

The Yemeni crises

Reading: Ibrahim Sharquieh, A Lasting Peace? Yemen's Long Journey to National Reconciliation, Brookings Doha Center Analysis Paper, Number 7, February 2013,

http://www.brookings.edu/~media/research/files/papers/2013/02/11%20yemen%20national%20reconciliation%20sharqieh/bdc_yemen%20national%20reconciliation_sharqieh.pdf

Wed. 13th April

The Arab States of the Gulf: Balance of power and aims

Reading: Anthony H. Cordesman, Saudi Arabia, Iran, and the "Clash within a

Civilization", CSIS, Commentary, 3rd February 2014, <http://csis.org/publication/saudi-arabia-iran-and-clash-within-civilization>

Mon. 18th April

A renewed role for regional actors: Turkey and Iran

Readings: Svante E. Cornell, What Drives Turkish foreign Policy? Changes in Turkey, Middle East Quarterly, Winter 2012, pp. 13-24, <http://www.meforum.org/3129/turkish-foreign-policy>

Wed. 20th April

From al-Qaida to Daesh

Reading: Ali Mamouri, The Roots of Radicalism in Political Islam, Al-Monitor, 18th October 2013, <http://www.al-monitor.com/pulse/originals/2013/10/radicalism-political-islam-roots-sunni-shiite-fundamentalist.html>

Mon. 25th April

The European Union and the Middle East

Reading: Rosa Balfour, EU conditionality after the Arab Spring, IEMED Papers, 16, read pp. 7-19,

http://www.epc.eu/documents/uploads/pub_2728_papersbalfour_for_euromesco16.pdf

Wed. 27th April

General review - The Middle East in 2020: What prospects?

For this session, think of the three topics/issues that you think will have a great importance for the MENA region in the five coming years, and try to define solutions on how to address them. Your ideas will feed a brainstorming session that will aim at determining the most likely scenarios to occur in the region over the five coming years.

FINAL EXAM

WEDNESDAY 4TH MAY 2015

15.30-17.30

Calendar

Spring 2016

JANUARY

Sunday	10	Spring 2016 New Student Arrival and University Housing Move-In Date
Monday	11	Math Placement Test (4pm-7pm)
Monday-Tuesday	11-12	Spring 2016 New Student Welcome Sessions
Wednesday	13	Spring 2016 First Day of Classes
Friday	22	Application Deadline for Spring Semester Degree Candidates
Tuesday	26	Last Day to Drop a Class Without a Grade of W and /or Add a Class Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options
Friday	29	No Classes

FEBRUARY

Wednesday	10	Ash Wednesday
Wednesday	17	Registration for Summer 2016 Sessions begins
Friday	19	Exams for Math
Thursday-Friday	25-26	No Classes (Winter Break)

MARCH

Tuesday	1	Professors' Deadline to Submit Midterm Grades
Friday	11	Last Day to Drop a Class and Receive a Grade of W
Tuesday	15	Last Day to Submit Transfer application for Fall Semester
Saturday	19	Pre- <i>Semana Santa</i> University Housing Move-Out Date
Monday-Wednesday	21-23	<i>Semana Santa</i> (University Closed)

Thursday	24	<i>Jueves Santo</i> Holiday (University Closed)
Friday	25	<i>Viernes Santo</i> Holiday (University Closed)
Sunday	27	Easter Post- <i>Semana Santa</i> University Move-In Date
Monday	28	Easter Monday - Classes resume

APRIL

Friday	1	Exams for Math
Wednesday	6	Registration for Fall 2016 Semester begins

MAY

Monday	2	<i>Día de la Comunidad</i> Holiday (University Closed)
Tuesday	3	Spring 2016 Final Day of Classes
Wednesday-Friday	4-6	Spring 2016 Final Exams
Monday-Tuesday	9-10	Spring 2016 Final Exams
Wednesday	11	University Housing Move-Out Date
Friday	13	Commencement Professors' Deadline to Submit Spring 2016 Final Grades

Accommodation Statement

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. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to

http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Academic Honesty and Plagiarism

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Information regarding the collection of student work for assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including any exams, oral presentations, assignments, submitted papers and/or portfolios, may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:
http://spain.slu.edu/student_life/docs/SLUMadridSexualMisconductPolicy.pdf.