

3328-001: INTRODUCTION TO MIDDLE EAST POLITICS

UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE
 FALL SEMESTER 2015
 COURSE OUTLINE

Instructor: Brent E. Sasley

Office: 412 University Hall

Phone: 817-272-3980

Faculty profile:

<https://www.uta.edu/mentis/public/#profile/profile/view/id/1934/>

Class location: University Hall 01

Class time: Mon/Wed/Fri, 1:00-1:50

E-mail: bsasley@uta.edu

Office hours: Wednesday, 10:00-10:50, or by appointment

Please note: the easiest way to reach me is by email.

COURSE CONTENT AND DESCRIPTION:

Albert Einstein argued that the purpose of a university education is not to teach students just facts, but to teach them to think. Within this framework, this course will introduce students to the politics of the contemporary Middle East. It is divided into three sections: Section A explores the historical processes that have laid the foundations for the current order in the region, including political, social, economic, cultural, and security patterns. Section B discusses the struggle for self-determination; that is, efforts by regional actors to obtain independence from the colonial powers. Section C considers some of the contemporary challenges and issues facing Middle Eastern states and societies today. The course will not necessarily provide definitive answers to relevant questions. Rather, it will provide the skills and knowledge necessary for students to think creatively about their own answers.

It is advisable that students keep up with current developments in Middle East politics. Although this is not a course on current events per se, these will of necessity be part of the class discussions. Students can follow developments in all major media outlets—such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on—as well as regional media.

STUDENT LEARNING OUTCOMES:

By the end of the course students will be familiar with some of the various processes *within* and the norms of interaction *between* contemporary Middle Eastern actors. To meet these goals the course has the following objectives:

 *Identify* the key historical processes shaping the contemporary Middle East.

 *Describe* the basic shape of the contemporary Middle Eastern order and its component parts.

🗣️ *Explain* the main ideas animating regional actors and shaping their priorities.

🔍 *Think critically* about how we think about the region in order to identify, analyze, and work to resolve problems in the region as well as in the broader world.

FORMAT:

The course is conducted within a lecture framework. But class time will be used for general discussions, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the instructor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is discussed in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

Both the professor and the students have obligations and responsibilities in this course. **(Please see the course Blackboard for more on the DOs and DON'Ts of student interactions with the professor.)**

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom. (It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding.)

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class. Laptops and other

electronic devices are acceptable for taking notes, but I reserve the right to prohibit their use if I determine they are being used for other activities.

Please note that the syllabus and course content may change, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. If there are any changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.

Attendance Policy:

Students are responsible for their own attendance and participation in class; I will not call the roll. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on your final grade.

Communicating by E-mail:

Outside of class, email is the best way to reach me. Note that students must use their UTA MavMail account when communicating by email with me; I will **not** respond to any correspondence sent by a non-UTA email account. Students are responsible for regularly checking their UTA accounts, for information and correspondence both from the university and from me regarding course matters.

Please use standard polite greetings and address me not as a close friend but as your professor (i.e., Professor or Dr. Sasley). Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

Laptops, iPads, Tablets, etc:

I encourage students to use paper and pen rather than electronic devices for taking notes in class. There are several reasons for this: Studies suggest use of electronic devices hinders learning, as students tend to write down everything the instructor says without thinking more carefully about the material; these devices encourage students to browse their email accounts, social media, and other online activity, which means they—and those around them—are distracted from the learning process; they lead to rudeness, as professors can see when a student is not paying attention to the discussion.

Social and Electronic Media Policy:

The rapid expansion of electronic social media—including its use by instructors in the classroom—has blurred the lines between public and private lives of professors. Although I firmly believe in a strict separation between my personal preferences and what I teach in the classroom, I am active on Twitter and in blogging, two of the most

prominent forms of social media, as well as in publishing my research online. I consider it necessary, then, to set out a coherent guideline for these media.

I use both primarily for analytical commentary, and students who are interested in more discussion and debate on issues related to international relations and Middle East politics are welcome, if they wish, to subscribe to my Twitter feed and blogs.

Students are also welcome to respond to any tweets or blog posts. I expect respectful, reasoned responses or posts, without profanity; any violation of these guidelines will result in the student being blocked in the relevant method.

I must emphasize that this is not mandatory—it is not even “optional” in the context of the course. I mention this as a general comment only, in the context of a public domain that now encompasses the university and the classroom. Students’ grades are not in any way connected to this.

Letters of Recommendation:

I am happy to write letters of recommendation for students, but certain criteria must first be met. **Please see the course Blackboard for specific information** on what students must do in order to be eligible for a reference letter.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

REQUIRED READINGS:

There are three sources of mandatory readings for this course:

 A coursepack of readings, available for purchase at Bird’s Copies (208 S. East St). Coursepack readings will be referred to in the reading list below as (Coursepack).

 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <https://elearn.uta.edu/webapps/login/>. Blackboard readings will be referred to as (Blackboard).

📖 Journal articles available through the library catalog. To access these, log in with your UTA NetID and password to the library's website. Catalog readings will be referred to as (Catalog).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Test. There will be take-home test, **worth 10% of the final grade.** The test will be posted on the course Blackboard and accessible at 1:00pm on Thursday, October 15, and is due by **Friday, October 16, 1:00pm**, via email. Students will thus have 24 hours to write the test. It will cover everything studied from the beginning of the course up to and including on October 14 (all lectures, class discussions, readings, movies, and any other materials included in the course). The format of the test is a single essay section. Students are allowed to use course readings and their own notes for the test. Extra time to write the test will **not** be allotted for any student for any reason.

There will be **no** make-up tests, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for any missed test within three school days after the missed test, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the test for a make-up to be considered, and are at the professor's discretion. A missed test must be made up **within three school days** after the date of the original scheduled test. No make-up will be allowed after that, and a grade of zero will be assigned for that test.

Movie reports. Students will write **two** movie reports, one per movie shown during the course, **each worth 15% of the final grade.** Movie reports are due on **Friday, September 25** and on **Monday, November 16.** Each report is to be **3-4 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space. Each report is **due by the beginning of the class** on the due date (1:00pm).

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. The only citation/bibliography style that will be accepted is MLA format. Citations and bibliography must include page numbers. Students should also be sure to keep a copy of their assignments for themselves.

Reports **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

All reports are due by the beginning of class (1:00pm); a paper that is emailed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, will be penalized one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late (i.e., 1% per day off whatever grade is given out of 15%). Any requests for an extension must be made *before* the due date of the assignment. Papers will not be accepted after 3 calendar days after the due date; students will then receive a zero on the assignment.

Movie reports do not require research, though students may include and cite research if they wish. Each report must explain how the relevant movie ties into the course readings and class lectures/discussions. An assignment sheet with questions for consideration will be available on the course blackboard the evening before each movie. These questions will serve as the basis/framework for the report, but the report should also include your own perceptions and critical analysis.

Writing assignments. Students will write **two** short papers, **each worth 20% of the final grade**. Papers are due on **Friday, October 23** and on **Monday, December 7**. Each paper is to be **5-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space. Each paper is **due by the beginning of the class** on the due date.

The papers will be based on the themes and topics of the course. The specific nature of the assignments will be posted on Blackboard well in advance of the due date. Examples of assignments could include: analysis of a reading or comparison of two readings; a particular question about a specific topic studied in a section; a policy memo; and so on.

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around. They must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. The only citation/bibliography style that will be accepted is MLA format. Citations and bibliography must include page numbers. Students should also be sure to keep a copy of their assignments for themselves.

Papers **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

All papers are due at the beginning of class (1:00pm); a paper that is emailed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, **will be penalized** one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late (i.e., 1% per day off whatever grade is given out of 20%). **Any requests for an extension must be made before the due date of the assignment.** Papers will not be accepted after 3 calendar days after the due date; students will then receive a zero on the assignment.

This is a research paper, and so research must be based on scholarly sources, which means peer-reviewed journal articles and books, and academic reports from well-known research institutes (some of the latter are listed on the library guide for the course). **Students must use at least two books and four journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; how students make their arguments is as important as what they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course Blackboard and the library course guide also have links on citations and bibliographies. Students may also consult the professor for further help.

Final exam. A final take-home exam, worth 20% of the final grade, will be written at the end of the course. The exam will be posted on the course Blackboard and accessible at the end of the final class on December 9, and due by **Wednesday, December 16, 1:00pm**, via email. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (class discussions, readings, films, and any other materials covered in the course). The format of the final exam is two essay questions. Students should not conduct any outside research; their focus should be on the course materials.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student

confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick and could not be expected to write the exam. Documentation must be provided for a missed exam within three days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the exam in order to be considered, and are at the professor's discretion. A missed exam must be made up **within three calendar days** after the date of the original scheduled exam. No make-up will be allowed after three days, and a zero will be assigned for that grade.

Please note that **no** extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment and instead re-weighting the worth of other course assignments is not an option.

ACADEMIC INTEGRITY:

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

DROPPING THE COURSE:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The last day to drop the class is November 4. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Test:	10% (Due: Friday, October 16, 1:00pm)
Movie reports (2):	15% each (Due: Friday, September 25; Monday, November 16)
Writing assignments (2):	20% each (Due: Friday, October 23; Monday, December 7)
Final exam:	20% (Due by Wednesday, December 16, 1:00pm)

GRADING SCALE:

A	80-100%
B	70-79%
C	60-69%
D	50-59%
F	0-49%

COURSE SCHEDULE:

Friday, August 28: Introduction to course

No readings.

Monday, August 31: What is the “Middle East”?

Efraim Karsh, “Cold War, Post-Cold War: Does It Make a Difference for the Middle East?” *Review of International Studies* 23, no.3 (July 1997): 271-291. (Catalog)

Wednesday, September 2: *How to write a paper for this class*

Purdue Online Writing Lab, “Avoiding Plagiarism.” (Read sections: Overview; Is it Plagiarism?; Safe Practices; Plagiarism Exercise; all linked on the left side of the page.) (Blackboard)

Friday, September 4: *How to write a paper for this class, cont.*

No readings.

Monday, September 7: ***Labor Day—No class***

Section A: Historical Antecedents

Wednesday, September 9: The emergence of Islam

Albert Hourani, *A History of the Arab Peoples*. New York: Warner Books, 1991: Chapter 2 (22-37). (Coursepack)

Friday, September 11: The emergence of Islam, cont.

Mona Siddiqui, "Islam: Issues of Political Authority and Pluralism." *Political Theology* 7, no.3 (2006): 337-350. (Catalog)

Monday, September 14: ***Rosh Hashanah—No class***

Wednesday, September 16: ***Film: TBA***

Friday, September 18: ***Film, cont.***

Monday, September 21: Divisions in Islam: Sunni and Shia

Vali Nasr, *The Shia Revival: How Conflicts within Islam Will Shape the Future*. New York: W.W. Norton & Company, 2007: Chapter 1 (31-61). (Coursepack)

Wednesday, September 23: ***Yom Kippur—No class***

Friday, September 25: ***Movie report #1 due***
The Ottoman Empire

Stanford Shaw, *History of the Ottoman Empire and Modern Turkey: Volume I: Empire of the Gazis: The Rise and Decline of the Ottoman Empire, 1280-1808*. Cambridge: Cambridge University Press, 1976: Chapter 1 (1-11). (Coursepack)

Monday, September 28: The Ottoman Empire, cont.

Bernard Lewis, *The Emergence of Modern Turkey*, 3rd ed. New York: Oxford University Press, 2002: Chapter 2 (21-39). (Coursepack)

Wednesday, September 30: World War One and its aftermath

Margaret MacMillan, *Paris 1919: Six Months That Changed the World*. New York: Random House, 2001: Chapter 26 (366-380). (Coursepack)

Section B: The Struggle for Self-Determination

Friday, October 2: Colonialism in the Middle East

William L. Cleveland, *A History of the Modern Middle East*, 3rd ed. Boulder: Westview Press, 2004: Chapter 11 (193-215). (Coursepack)

Monday, October 5: Colonialism and the Mandate system

The Covenant of the League of Nations, Article 22 (January 10, 1920). The Avalon Project at Yale Law School. (Blackboard)

San Remo Resolution (April 25, 1920). Council on Foreign Relations. (Blackboard)

The Palestine Mandate (July 24, 1922). The Avalon Project at Yale Law School. (Blackboard)

Wednesday, October 7: Monarchies, notables, and foreign dependence

M.E. Yapp, *The Near East Since the First World War*. London: Longman, 1991: Chapter 2 (69-84). (Coursepack)

Friday, October 9: The Arab struggle for independence

Beverly Milton-Edwards, *Contemporary Politics in the Middle East*. UK: Polity Press, 2000: pp. 41-57. (Coursepack)

Monday, October 12: The rise of radical-nationalism

United Arab Republic, "Manifesto," April 1963. In Walter Laqueur and Barry Rubin, eds., *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 7th ed. New York: Penguin Books, 2008: 91-93. (Coursepack)

Wednesday, October 14: The rise of radical-nationalism, cont.

Malcolm H. Kerr, *The Arab Cold War: Gamal 'Abd al-Nasir and His Rivals, 1958-1970*, 3rd ed. New York: Oxford University Press, 1971: Chapter 1 (1-25). (Coursepack)

Friday, October 16: **Test due**
The creation of modern Turkey

Mustafa Kemal Atatürk, *A Speech Delivered by Mustafa Kemal Atatürk, 1927*. Istanbul: Ministry of Education Printing Press, 1963: pp. 9-12, 737-740. (Coursepack)

Monday, October 19: The decline of radical-nationalism

Egyptian President Gamal Abdel Nasser, "Resignation Broadcast," Cairo, Egypt. June 9, 1967. In Walter Laqueur and Barry Rubin, eds., *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 7th ed. New York: Penguin Books, 2008: 103-105. (Coursepack)

Wednesday, October 21: The decline of radical-nationalism, cont.

Egyptian President Anwar Sadat, "Peace with Justice," Jerusalem, Israel. November 20, 1977. In Walter Laqueur and Barry Rubin, eds., *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 7th ed. New York: Penguin Books, 2008: 207-215. (Coursepack)

Friday, October 23: **Writing assignment #1 due**
Identity in the Middle East

International Crisis Group, "The Next Iraqi War? Sectarianism and Civil Conflict." *Middle East Report No.52* (February 27, 2006): pp. 1-13. (Blackboard)

Section C: Contemporary Issues

Monday, October 26: Arab Human Development Report, 2009

United Nations Development Programme, Regional Bureau for Arab States, *Arab Human Development Report 2009: Challenges to Human Security in the Arab Countries* (2009): Chapter 3 (53-78) & Chapter 9 (189-208). (Blackboard)

Wednesday, October 28: Authoritarianism in the Arab world

Amnesty International, *Report 2008: State of the World's Human Rights*, pp.33-40 ("Regional Overview, Middle East and North Africa.") (Blackboard)

Rex Brynen, Bahgat Korany, and Paul Noble, "Introduction: Theoretical Perspectives on Arab Liberalization and Democratization." In Rex Brynen, Bahgat Korany, and Paul Noble, eds. *Political Liberalization & Democratization in the Arab World*. Boulder: Lynne Rienner Publishers, 1995: 3-27. (Coursepack)

Friday, October 30: Authoritarianism in the Arab world, cont.

Thomas L. Friedman, "Green Shoots in Palestine." *New York Times* (4 August 2009). (Blackboard)

Fouad Ajami, "Autocracy and the Decline of the Arabs." *Wall Street Journal* (5 August 2009). (Blackboard)

Monday, November 2: The Arab uprisings

Wendy Pearlman, "Emotions and the Microfoundations of the Arab Uprisings." *Perspectives on Politics* 11, no.2 (June 2013): 387-409. (Catalog)

Wednesday, November 4: The Arab uprisings, cont.

Marc Lynch, "Why Libya Matters to the Middle East's Future." Interview at NPR, March 22, 2011. (Listen to the interview [44.5 minutes] or read the transcript.) (Blackboard)

Friday, November 6: The Arab uprisings, cont.

F. Gregory Gause III, "The Year the Arab Spring Went Bad." *Foreign Policy*, December 31, 2012. (Blackboard)

Monday, November 9: *Film: TBA*

Wednesday, November 11: *Film, cont.*

Friday, November 13: The Syrian civil war

BBC, "Syria: The Story of the Conflict." March 12, 2015. (Blackboard)

Monday, November 16: *Movie Report #2 due*
The Syrian civil war, cont.

Elizabeth Shakman Hurd, "Stop Trying to Make Syria's War into a Sectarian Conflict." *The Atlantic*, March 15, 2013. (Blackboard)

Wednesday, November 18: Islamist politics

Ugur Akinci, "The Welfare Party's Municipal Track Record: Evaluating Islamist Municipal Activism in Turkey." *The Middle East Journal* 53, no.1 (Winter 1999): 75-94. (Catalog)

Friday, November 20: Islamist politics, cont.

Barry Rubin, "Comparing Three Muslim Brotherhoods: Syria, Jordan, Egypt." *Middle East Review of International Affairs* 11, no.2 (June 2007): 107-116. (Blackboard)

Marc Lynch, "Did We Get the Muslim Brotherhood Wrong?" *Foreign Policy*, April 10, 2013. (Blackboard)

Monday, November 23: Petropolitics

Hazem Beblawi, "The Rentier State in the Arab World." In Hazem Beblawi and Giacomo Luciani, eds. *The Rentier State*. London: Croom Helm, 1987: 49-62. (Coursepack)

Wednesday, November 25: Petropolitics, cont.

World Bank, Middle East and North Africa Region, "Economic Developments and Prospects: Financial Markets in a New Age of Oil: Overview." (2006): xv-xix. (Blackboard)

World Bank, Middle East and North Africa Region, *Regional Economic Update*. (May 2011): Executive Summary (4-6). (Blackboard)

Friday, November 27: ***Thanksgiving—No class***

Monday, November 30: Globalization and economic stress

Clement M. Henry and Robert Springborg, *Globalization and the Politics of Development in the Middle East*. Cambridge: Cambridge University Press, 2001: Chapter 2 (30-61). (Coursepack)

Wednesday, December 2: Globalization and economic stress, cont.

United Nations Development Programme, Regional Bureau for Arab States, *Arab Human Development Report 2009: Challenges to Human Security in the Arab Countries* (2009): Chapter 5 (99-119). (Blackboard)

Friday, December 4: The rise of the Islamic State

Zachary Laub and Jonathan Masters, "The Islamic State." Council on Foreign Relations, May 18, 2015. (Blackboard)

Monday, December 7: ***Writing assignment #2 due***
The rise of the Islamic State, cont.

Tim Arango, "ISIS Transforming Into Functioning State That Uses Terror as Tool." *New York Times*, July 21, 2015. (Blackboard)

Wednesday, December 9: Review for final exam

No readings.

Wednesday, December 16: ***Final exam due by 1:00pm***

AMERICANS WITH DISABILITIES ACT:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

STUDENT SUPPORT SERVICES:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at (817) 272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

EMERGENCY EXIT PROCEDURES:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

TITLE IX:

UT Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information: www.uta.edu/titleIX.