

4370-001: INTERNATIONAL RELATIONS OF THE MIDDLE EAST

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

Instructor: Brent E. Sasley

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Faculty profile:

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

Class location: University Hall 02

Class time: Mon/Wed/Fri, 10:00-10:50am

E-mail: bsasley@uta.edu

Office hours: Wednesdays, 11:00am-12:00pm, 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 domestic politics and foreign policy of Israel. To this end it is divided into five sections: Section A lays out the theoretical and conceptual frameworks for understanding Middle Eastern international relations. Section B looks at some of the main conflicts that have plagued regional relationships. Section C examines the foreign policies of select countries in the region. Section D considers other processes taking place at the regional level.

It is advisable that students keep up with current developments in Middle East politics. Although this is not specifically a course on current events, 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 outlets (see the library course guide for links to these).

COURSE OBJECTIVES:

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

☞ *Identify* key concepts and theoretical frameworks used for investigating contemporary Middle Eastern international relations.

☞ *Describe* the primary actors and institutions of contemporary Middle East politics.

☞ *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 country 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 (see below for more), 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.

Twitter and Blog Policy:

The rapid expansion of 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. 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 recommendations 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:

 Book chapters available on e-reserve at the library. To access these, log in with your UTA NetID and password to the library’s website and select “Course Reserves.” Library reserve readings will be referred to as (e-reserve).

📖 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).

📄 Specific URLs and PDF files 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).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Test. There will be one in-class test, **worth 20% of the final grade**, written on **Monday, February 16**. It will cover everything studied from the beginning of the course up to and including on February 11 (all lectures, class discussions, readings, 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 during the test. Students may write their answers on laptop or tablet. In that case students can either save their answer on a flash drive and provide it to me by the end of the test, or they can email me their answer. Electronic devices (computers, phones, or anything else) can also be used to access course readings and notes, but not to search the Internet. Any use of the Internet to access information I have not provided through the course **will result in a grade of zero**. Students who are late to the test will **not** be given extra time to finish.

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.

Simulation prep paper. In order to prepare for the simulation that will be conducted in class, each student will submit, independently, a prep paper **5-8 pages** in length. The prep paper is **worth 20% of the final grade** and is due at the beginning of class on **Monday, March 23**. Given the nature of this assignment, papers **will not be accepted after class begins**, and there will be **no extensions** on this assignment. The purpose of this paper is to prepare and familiarize students with their particular group. The prep papers will be discussed in greater detail in class.

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.

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.

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.

Simulation. In order to give students a more direct understanding of and experience with the international relations of the region, three classes will be devoted to a simulation of **decision-making within and between actors in the Middle East**. These will take place on **Monday, March 23, Wednesday, March 25, and Friday, March 27**, followed by a debriefing session on **Monday, March 30**. Students will be divided into three to five groups, each representing a specific actor in the Middle East. An issue or crisis will be given and students will engage in a process of discussion, debate, argument, and negotiation in order to come up an agreed-on response. Simulation details, including the particular issue/crisis under discussion, will be provided in class.

Students will be graded on their participation in the simulation; this activity is **worth 20% of the final grade**. Simulation activity consists of four elements: vigorous participation in one's group discussions (including the formulation and evaluation of policy options); peer evaluations; contributions to the de-briefing session; and simulation evaluations.

Writing assignment. Students will write one short paper, **worth 20% of the final grade**. The paper is due on **Friday, May 8**. It must be **8-10 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.

The assignment will be based on the themes and topics of the course. The specific nature of the assignment will be posted on Blackboard well in advance of the due date. Examples of a potential assignment could include: analysis of a reading or comparison

of two readings; a particular question about a specific topic studied in class; a policy memo; and so on.

The paper **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around. It 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 assignment for themselves.

The paper **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.

The paper is due at the beginning of class (10:00am); 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 May 8, and due by **Monday, May 15, 11:00am**, via email. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (class discussions, readings, 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.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Test:	20% (Monday, February 16, in class)
Simulation prep paper:	20% (Due Monday, March 23)
Simulation activity:	20% (Monday, March 23 – Monday, March 30)
Writing assignment	20% (Due Friday, May 8)
Final exam:	20% (Due by Monday, May 15, 11:00am)

GRADING SCALE:

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

COURSE SCHEDULE:**Wednesday, January 21:** Introduction to course

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

Marc Lynch, "Reflections on the Arab Uprisings." *Monkey Cage / Washington Post*, November 17, 2014. (Blackboard)

*Section A: Theoretical and Conceptual Frameworks***Friday, January 23:** IR theory and Middle Eastern uniqueness

Fawaz A. Gerges, "The Study of Middle East International Relations: A Critique." *British Journal of Middle Eastern Studies* 18, no.2 (1991): 208-220. (Catalog)

Monday, January 26: Paradigms: Materialist approaches

F. Gregory Gause, III, "Systemic Approaches to Middle East International Relations." *International Studies Review* 1, no.1 (Spring 1999): 11-31. (Catalog)

Wednesday, January 28: Paradigms: Materialist approaches, cont.

James A. Russell, "Saudi Arabia in the 21st Century: A New Security Dilemma." *Middle East Policy* 12, no.3 (Fall 2005): 64-78. (Catalog)

Friday, January 30: Paradigms: Colonialism

Edward Said, *Orientalism*. USA: Vintage Books, 1978: 1-9, 12-14, 201-225. (e-reserve)

Monday, February 2: Paradigms: Colonialism, cont.

Michael Williams, "Sykes-Picot Drew Lines in the Middle East's Sands That Blood is Washing Away." *Reuters*, October 24, 2014. (Blackboard)

Wednesday, February 4: Paradigms: Domestic politics

Raymond Hinnebusch, *The International Politics of the Middle East*. Manchester: Manchester University Press, 2003: Chapter 5 (91-120). (eBook)

Friday, February 6: Paradigms: Domestic politics, cont.

Katerina Dalacoura, "The 2011 Uprisings in the Arab Middle East: Political Change and Geopolitical Implications." *International Affairs* 88, no.1 (January 2012): 63-79. (Catalog)

Monday, February 9: Paradigms: Ideational approaches

Jeremy Pressman, "Social vs. Material." Unpublished manuscript, January 6, 2015. (Blackboard)

Wednesday, February 11: Paradigms: Ideational approaches, cont.

Michael Barnett, "Culture, Strategy and Foreign Policy Change: Israel's Road to Oslo." *European Journal of International Relations* 5, no.5 (March 1999): 5-36. (Catalog)

Friday, February 13: *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)

Monday, February 16: **Test (in class)**

Section B: Three Circles of Conflict

Wednesday, February 18: The Arab-Israeli conflict

Jonathan B. Isacoff, "Writing the Arab-Israeli Conflict: Historical Bias and the Use of History in Political Science." *Perspectives on Politics* 3, no.1 (March 2005): 71-88. (Catalog)

Shlomo Avineri, "The Truth Should Be Taught About the 1948 War." *Haaretz*, June 17, 2011. (Blackboard)

Friday, February 20: **No class**

Monday, February 23: The Arab-Israeli conflict, cont.

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001*. New York: Vintage Books, 2001: Chapter 2 (37-66). (e-reserve)

Wednesday, February 25: The Arab-Israeli conflict, cont.

Yitzhak Shamir, Address at Madrid Conference, October 31, 1991. (Blackboard)

Farouk al-Shara, Statement at Madrid Conference, October 31, 1991.
(Blackboard)

Haider Abdul Shafi, Address at Madrid Conference, October 31, 1991.
(Blackboard)

Friday, February 27: The Arab-Israeli conflict, cont.

Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" *International Security* 28, no.2 (2003): 5-43. (Catalog)

Monday, March 2: The Arab-Israeli conflict, cont.

Benjamin Netanyahu, Address at Bar-Ilan University, June 14, 2009.
(Blackboard)

Mahmoud Abbas, "The Long Overdue Palestinian State." *New York Times*, May 16, 2011. (Blackboard)

Ben Birnbaum and Amir Tibon, "The Explosive, Inside Story of How John Kerry Built an Israel-Palestine Peace Plan—and Watched It Crumble." *The New Republic*, July 20, 2014. (Blackboard)

Wednesday, March 4: Inter-Arab conflicts

Pact of the League of Arab States (March 22, 1945). (Blackboard)

Friday, March 6: Inter-Arab conflicts, cont.

Liz Sly, "Syria Suspended from Arab League." *Washington Post*, November 12, 2011. (Blackboard)

Monday, March 9: *Spring break—No class*

Wednesday, March 11: *Spring break—No class*

Friday, March 13: *Spring break—No class*

Monday, March 16: Inter-Muslim disputes

Gawdat Bahgat, "Egypt and Iran: The 30-Year Estrangement." *Middle East Policy* 16, no.4 (Winter 2009): 47-54. (Catalog)

Ayellet Yehiav, "The Anti-Iranian Front: Egypt, Saudi Arabia, and Jordan." *Middle East Review of International Affairs* 11, no.1 (March 2007): 6-9. (Blackboard)

Wednesday, March 18: Inter-Muslim disputes, cont.

Edward Luttwak, "Revenge of the Sunnis." *Foreign Policy*, December 7, 2011. (Blackboard)

Friday, March 20: Extra-regional actors

Benny Miller, "The Effects of Changes in the International Environment on the Future of the Middle East." *Israel Affairs* 10, no.1/2 (Autumn/Winter 2004): 105-120. (Catalog)

Monday, March 23: ***Simulation prep paper due***
Simulation

Wednesday, March 25: ***Simulation***

Friday, March 27: ***Simulation***

Monday, March 30: ***Simulation de-briefing and discussion***

Section C: Foreign Policy of Select States

Wednesday, April 1: Turkey

Malik Mufti, "Daring and Caution in Turkish Foreign Policy." *Middle East Journal* 52, no.1 (Winter 1998): 32-50. (Catalog)

Friday, April 3: Turkey, cont.

Anthony Shadid, "In Riddle of Mideast Upheaval, Turkey Offers Itself as an Answer." *New York Times*, September 26, 2011. (Blackboard)

Brent E. Sasley, "Memo to Turkey: The Arab World in 2011 is More Similar to Central Asia in 1991 Than You Realize." *Mideast Matrix*, September 27, 2011. (Blackboard)

Monday, April 6: Egypt

Ty McCormick, "The Road to Tahrir." *Foreign Policy*, August 18, 2011. (Blackboard)

Wednesday, April 8: Egypt, cont.

Jacob Abadi, "Egypt's Policy Towards Israel: The Impact of Foreign and Domestic Constraints." *Israel Affairs* 12, no.1 (January 2006): 159-176. (Catalog)

Friday, April 10: Jordan

André Bank and Anna Sunik, "2013 Jordan Post-Election Report: And the Winner Is...the King." *The Monkey Cage*, January 25, 2013. (Blackboard)

Monday, April 13: Jordan, cont.

Brent E. Sasley, "Islamic State's Threat to Jordan Could Drag Israel into Syria's Conflict." *World Politics Review*, October 6, 2014. (Blackboard)

Wednesday, April 15: Saudi Arabia

Robin M. Mills, "The Kingdom of Magical Thinking." *Foreign Policy*, August 25, 2011. (Blackboard)

Friday, April 17: Saudi Arabia, cont.

Interview with F. Gregory Gause III, "Split Persists Between Washington and Riyadh." *Council on Foreign Relations*, April 1, 2014. (Blackboard)

Monday, April 20: Iran

Nader Entessar, "Iran's Nuclear Decision-Making Calculus." *Middle East Policy* 16, no.2 (Summer 2009): 26-38. (Catalog)

Wednesday, April 22: Iran, cont.

Mark Gasiorowski, "The New Aggressiveness in Iran's Foreign Policy." *Middle East Policy* 14, no.2 (June 2007): 125-132. (Catalog)

Section D: Other Regional Processes

Friday, April 24: Security communities

Mark A. Heller, "Prospects for Creating a Regional Security Structure in the Middle East." *Journal of Strategic Studies* 26, no.3 (September 2003): 125-136. (Catalog)

Monday, April 27: Economic integration

Mehran Kamrava, "Structural Impediments to Economic Globalization in the Middle East." *Middle East Policy* 11, no.4 (Winter 2004): 96-112. (Catalog)

Wednesday, April 29: Economic integration, cont.

Mustapha Rouis and Steven R. Tabor, *Regional Economic Integration in the Middle East and North Africa: Beyond Trade Reform*. Washington, D.C.: World Bank, 2013: Chapter 7 (99-106). (Blackboard)

Friday, May 1: The Syrian civil war as a regional war

BBC, "Syria: The Story of the Conflict." December 8, 2014. (Blackboard)

Monday, May 4: The Syrian civil war as a regional war, cont,

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

Wednesday, May 6: The Syrian civil war as a regional war, cont.

Readings TBA.

Friday, May 8: ***Writing assignment due***
Review for final exam

No readings.

Friday, May 15: ***Final Exam due by 11:00am***

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 (ADA)*. 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.