



Political Science

University of Colorado at Boulder

“Let me tell you something that we Israelis have against Moses. He took us 40 years through the desert in order to bring us to the one spot in the Middle East that has no oil!”
-Israeli PM Golda Meir



PSCI 4242/Middle East Politics Spring 2019

Instructor: Dr. Gregory D. Young

Office: [Ketchum Hall](#) Room 212

E-mail: gyoung@colorado.edu (Primary contact method)

Teaching Assistant: None

Course Time and Location

Tuesdays & Thursdays:
3:30-4:45pm, [HUMN 1B80](#)

Professor's Office Hours

Tuesdays & Thursdays:
11:00-12:15pm or Wednesdays by appt.

COURSE LINKS

- [Schedule for Current Event Presentations](#)
- [Schedule and Links to Course Reading Summaries](#)
- [Middle East Reading List](#)
- [Link to Potential Midterm Questions](#)
- [Midterm Grading Statistical Summary](#)
- [Link to Weekly Thought Questions](#)
- [Link to Final Exam Essay Study Guide](#)
- [Link to Power Points](#)
- [Debate Rules and Procedures](#)
- [Debate Teams](#)
- **Direct URL to this syllabus:**
http://spot.colorado.edu/~gyoung/home/4242/4242_syl.htm

COURSE OBJECTIVES AND DESCRIPTION

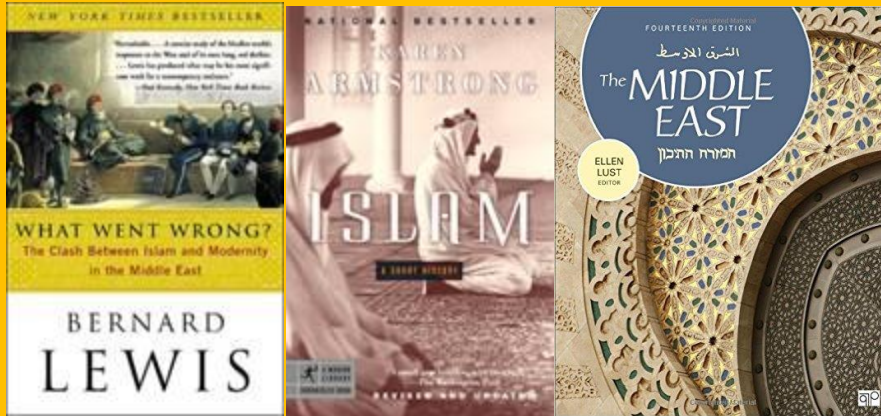
This introductory course is designed to give the student a broad overview of conflict in the Middle East Region. No single semester is sufficient to trace or attempt to examine all of the conflicts or their root causes. Scholars also have a difficult time defining what might be the boundaries of any region entitled the “Middle East. Given that the Arab – Israeli question often sits at the center of any conflict, even those which involve neither Arabs nor Israelis, that conflict shall be the focus of this course. Using a historical approach, this course will examine the conflict from religious, historical, geopolitical and theoretical perspectives.

This course focuses on evolution of contemporary politics and economics. The subject is divided into four parts:

1. The study of Islam and its context
2. Islam versus the West, myth or reality?
3. History and evolution of the Arab/Israeli conflict
4. Shifting conflict, Arab Spring, Turkey and ISIL (*Daesh*)

Throughout the course, special attention is given to sources and transformations of power, population dynamics and migration, resources and energy, as well as implications of technological change.

REQUIRED READINGS



We will be using excerpts of the following books are also available for purchase online:

- Bernard Lewis, *What Went Wrong? Western Impact and Middle Eastern Response*. Oxford University Press, 2002, ISBN: 0195144201.
- Karen Armstrong, *Islam: A Short History*. The Modern Library, 2000, ISBN: 0679640401.
- Ellen Lust Ed. (2017), *The Middle East, 14th ed.* Thousand Oaks CA, Sage Pub.,
- Thomas Friedman, *From Beirut to Jerusalem*. Farrar, Straus & Giroux Pub., 1991, ISBN: 0374158959
- Geraldine Brooks, *Nine Parts of Desire: The Hidden World of Islamic Women*. Anchor Books, 1995, ISBN: 038547577
- Lawrence Wright, *Thirteen Days in October: Carter, Begin, and Sadat at Camp David*, Alfred Knopf Pub, 2014
- Ari Shavit, *My Promised Land*, Spiegel and Grau Pub. 2013
- Quil Lawrence, *Invisible Nation: How the Kurds quest for statehood is shaping Iraq and the Middle East*, Walker & Co. Pub., 2009



All of these course readings (plus other required articles and a World Atlas) are available online at a site to which all students may subscribe: <http://aatw.me>. This site, America and the World (AATW), provides both distribution and reference for this course, and also provides copyright payment for most of the articles/chapters that you are required to read. Access to this web service can be purchased for \$49.95. How to subscribe will be explained in detail on the first day in

class. The readings for this course interdisciplinary; they include works from political science, history, economics, and geography. All of the readings are required. Additional readings may be linked to this syllabus.

COURSE REQUIREMENTS

Readings, Attendance and Class Participation

It is essential that students attend every class on time. Regular attendance and active participation in class discussion will enhance your understanding of the course material and almost certainly improve your performance on the mid-term and final exams, which are together worth 50% of the course grade. Attendance is also a large portion of your 10% participation grade. Excused absences only require notification of the professor in advance via email. Five unexcused absences will facilitate the student failing the course. In this semester, the required readings range from 100 to 150 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period. Also included in the participation grade will be the required attendance at one or more sessions (related to the Middle East) of the **Conference on World Affairs** from 9-14 April. Each student will turn in a one-page synopsis of the session attended the following week, which will meet the requirement for that week's thought paper. You get one day off from lecture to compensate for attendance at the CWA.

Mid-Term and Final Exams

The mid-term exam will be held on **Tuesday, March 5th** in the usual class meeting times. The final exam will be **Wednesday, May 8th** at 4:30 until 7:00pm. Students must write the final exam in order to pass the course. Blue books should be purchased by each student and brought in the class period prior to the midterm; 8.5x11 Blue books are preferred. Do not put your name on your Blue book as they will be redistributed. Make-up exams will not be given unless the instructor has been notified in advance or a doctor's note is provided. Both examinations will be short answer and essay in format.

Reading Summary

Each student in the class will sign up for a section or chapter of the course reading. For each section of the reading, one to two students will summarize the readings due in class that day. In a 1-2 page synopsis of each assigned article/chapter, the designated student(s) will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include (at the end) an answer to the **“so what?”** question, in other words, why should one read it when studying the Middle East. The Summary is due by midnight the day before that reading is discussed in class; the students will submit an electronic copy (email attachment in WORD) that the instructor will post on the web for the review of your classmates. A paper copy will be turned in at class time. These summaries will be graded pass/fail and are 5% of your final grade. Late Reading Summaries will be docked 10% per class day up to 50%.

Current Events

In addition, one to two students will present a current event orally to the class each day. The presentation should be no more than five minutes in length. The current event must relate to conflict or politics in the Middle East. The source should be from a respected news source, be less than one week old and pertain in some way to one or more international organizations. Each student should try to relate the article to some element of what we have been discussing in class.

News reports on the Internet are acceptable sources. The current event presentation will be part of your 10% participation grade. Students will submit a copy (or Ecopy) of the article and pose a discussion question to the class. Students should subscribe to both the *Middle East Forum* (<http://www.mefforum.org>) and to *Al Monitor* (<http://www.al-monitor.com>).

Thought Papers

For each week of the course (except the first, midterm and Spring Break weeks), there will be a thought paper question assigned and posted on the course website. The question will be posted every Thursday morning and is due the following Tuesday in class. Each student must complete **FOUR of the TEN** papers. Students completing less than four will receive a zero grade for that number less than four. If you complete more than four, the best four grades will be averaged. These papers should be between 900 and 1000 words in length (approximately 2 pages single-spaced). **Include a word count on the first page.** Since students do not have to write them all, late essays will not be accepted. Computer malfunction is not an acceptable excuse for a late paper. Re-read your essay for clarity, grammar, spelling and punctuation, since poor execution of these elements will also affect your grade. No research beyond the assigned readings is required. Append a bibliography and provide references or footnotes where appropriate. Each paper will be submitted in both paper and electronic formats. The electronic copy will be submitted to D2L and will be run through their anti-plagiarism service to which CU subscribes. The Conference on World Affairs summary will count as one thought paper (#9) and will not be optional however.

Debates

Students will be divided into six teams to debate three Middle East issues in three class days late in the semester. Your instructor and the four teams not competing will be the judges for the debate each day. The debate is worth 10% of your final course grade. The winning team will earn a 100 and the losing team will earn an 80 grade. More detailed rules are linked to this syllabus and will be discussed as the dates of the debates get closer

GRADING CRITERIA

Reading Summary	5%
Mid-term exam	25%
Thought Papers	25%
Final exam	25%
Debate	10%
<u>Current events, attendance & participation</u>	<u>10%</u>
Total	100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc system proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

Course Schedule

PSCI 4242 – Middle East Politics Course Schedule Spring 2018

Day/Date	Topic	Assigned Reading
Tues 15 Jan	Course Introduction & Administration What causes conflict in the Middle East? Geopolitics, Religion, or “Clash of Civilizations?”	<ul style="list-style-type: none"> • Samuel Huntington “Clash of Civilizations”
Thurs 17 Jan	Introduction to Islam History of Islam: The Prophet and ruling the Caliphate (Part 1)	<ul style="list-style-type: none"> • A – Ch. 1-3
Tues 22 Jan	History of Islam and the Caliphate Women in Islam	<ul style="list-style-type: none"> • A – Ch. 4-5 • Br – Ch. 4
Thurs 24 Jan	The Clash Between Islam and The West (Part 1)	<ul style="list-style-type: none"> • Lewis – Ch. 1, 2 & Introduction
Tues 29 Jan	The Clash Between Islam and The West (Part 2) Film: “Islam and Democracy” (excerpts) Thought Paper 1 Due	<ul style="list-style-type: none"> • Lewis – Ch. 3-7 & Conclusion
Thurs 31 Jan	The Arab Israeli Conflict: Palestine in the 19 th Century	<ul style="list-style-type: none"> • B&K Ch. 1 • S – Ch. 1
Tues 5 Feb	The Arab Israeli Conflict: Palestine under the League of Nations Mandate and WWII and the partition of Palestine Thought Paper 2 Due	<ul style="list-style-type: none"> • B&K Ch. 2 • S – Ch 4 • Lust – Ch 7, pp.288-297
Thurs 7 Feb	The Arab Israeli Conflict: The Founding of Israel and the Suez Crisis of 1956, The Six-Day War and the 73 Yom Kippur War	<ul style="list-style-type: none"> • Lust – Ch 7, pp.297-315
Tues 12 Feb	The Arab Israeli Conflict: The Search for Peace and the Camp David Accords and the 1 st Intifada Thought Paper 3 Due	<ul style="list-style-type: none"> • Lust – Ch 7, pp. 315-342 • W – Prologue & Epilogue
Thurs 14 Feb	The Arab Israeli Conflict: The Lebanese Civil War	<ul style="list-style-type: none"> • F – Ch. 1-10 (Focus on Chapters 1, 4, 6-8 Skim the rest)
Tues 19 Feb	The Arab Israeli Conflict: Israeli Domestic Politics and American Jews Thought Paper 4 Due	<ul style="list-style-type: none"> • F – Ch. 11-19 (Focus on Chapters 11-14 Skim the rest)
Thurs 21 Feb	The Arab Israeli Conflict: The Oslo Accords, Gulf War I and the 1 st & 2 nd Intifadas	<ul style="list-style-type: none"> • Lust – Ch7, pp. 342-367 • S – Ch 8 &13
Tues 26 Feb	Israel and Palestine: The “Road Map to Peace”, Hamas and the post 9/11 world	<ul style="list-style-type: none"> • S – 14,16 & 17

	Thought Paper 5 Due	
Thurs 28 Feb	Catch up and review for midterm exam	<ul style="list-style-type: none"> • Come prepared with questions
Tues 5 Mar	Midterm Exam	<ul style="list-style-type: none"> • Review
Thurs 7 Mar	The Arab Spring: Tunisia and Libya	<ul style="list-style-type: none"> • <i>The Telegraph</i>, “Arab Spring: Timeline of the African and Middle East rebellions”, October 21, 2011 • Lisa Anderson, “Demystifying the Arab Spring”, <i>Foreign Affairs</i>, May/June 2011 • <i>The Economist</i> – “The Arab Spring: Has It Failed”, 2013 • Schrader & Redissi, “Ben Ali’s Fall”, <i>Journal of Democracy</i>, July 2011
Tues 12 Mar	Go Over Midterm	<ul style="list-style-type: none"> • None
	Thought Paper 6 Due	
Thurs 14 Mar	The Arab Spring: Egypt Film: “The Square” excerpts	<ul style="list-style-type: none"> • <i>The Economist</i>, “Everywhere on the rise, The success of Egypt’s Islamists marks a trend throughout the region.” December 10, 2011 • <i>The New York Times</i> – “Sudden Improvements in Egypt Suggest a Campaign to Undermine Morsi”, 2013
Tues 19 Mar	The Arab Spring: Syria Thought Paper 7 Due	<ul style="list-style-type: none"> • <i>The Economist</i>, “Gaining ground: Syria’s opposition, though fractious, is making headway against the regime.” December 17, 2011 • “Holding Civil Society Workshops while Syria Burns”, <i>Foreign Policy</i>, 2012 • “The General’s Gambit”, <i>Foreign Policy</i>, 2012 • “Syrian Stalemate” <i>Foreign Policy</i>, 2012 • David Ignatius, “A War Chest for Syrian Rebels”, <i>Washington Post</i>, 2012

		<ul style="list-style-type: none"> • Jackson Diehl, “How Obama Bungled the Syrian Revolution, <i>Washington Post</i>, 2012 • <i>Foreign Policy</i>, “The Syrian Stalemate” • <i>Carlo Caro, The World Post</i>, “<i>Syrian Dilemma</i>”
Thurs 21 Mar	Syrian Civil War, and the Rise & Fall of ISIS	<ul style="list-style-type: none"> • Nick Danforth, “The Myth of Caliphate”, <i>Foreign Affairs</i>, Nov 2014 • <i>The Economist</i>, “The Islamic State of Iraq and Greater Syria, Jun 2014 • Orient Advisory Group, “Egypt’s ABM Declares Allegiance to ISIL, while Al Nusra Joins ISIL Alliance in Syria” • <i>The Economist</i>, “The War against the Islamic State, Nov 2014. • Arango “Backed by U.S. Airstrikes, Kurds Reverse an ISIS Gain” <i>New York Times</i>, Dec, 18, 2014
Tues 26 Mar	Spring Break	No Class
Thurs 28 Mar	Spring Break	No Class
Tues 2 Apr	<ul style="list-style-type: none"> • Hizbollah, Iran and Israel 	<ul style="list-style-type: none"> • <i>Washington Post</i>, February 10, 2013, “Iran and Hezbollah build militia networks in Syria in event that Assad falls, officials say.” • <i>Council on Foreign Relations</i>, “Hezbollah (a.k.a. Hizbollah, Hizbu'llah), July 15, 2010 • <i>New York Times</i>, “Can Hezbollah Survive the Fall of Assad? August 28, 2012 • <i>New York Times</i>, “Bulgaria Implicates Hezbollah in July Attack on Israelis.” February 5, 2013 • <i>New York Times</i>, “U.S. Accuses Hezbollah of Aiding

		Syria's Crackdown." August 10, 2012
Thurs 4 Apr	Debate I Iran WMD and Israel	<ul style="list-style-type: none"> • Matthew Kroenig, "Time To Attack Iran" (Foreign Affairs Jan/Feb 2012) • Colin H. Kahl, "Not Time to Attack Iran" (Foreign Affairs Mar/Apr 2012) • "Weighing Benefits and Costs of Military Action Against Iran" (The Iran Project 2012) • S – Ch 16
Tues 9 Apr	Debate II US Policy towards Israel Conference on World Affairs (Attend at least one session) Thought Paper 8 Due	<ul style="list-style-type: none"> • None
Thurs 11 Apr	Conference on World Affairs Compensation Day	<ul style="list-style-type: none"> • No Class
Tues 16 Apr	Debate III US Policy towards Syria, Stay or Go? Thought Paper 9 (CWA) Due	<ul style="list-style-type: none"> • None
Thurs 18 Apr	Turkey: Last Hope for Democracy in the Middle East and Moderator for the Arab Spring?	<ul style="list-style-type: none"> • Celik & Linden (2019), Turkey's Turbulent Journey: <i>Factors, Actors & Dynbanic</i>. Introduction and CH. 1
Tues 23 Apr	The Kurds: People without a nation. Thought Paper 10 Due	<ul style="list-style-type: none"> • Q – Conclusion & Afterward • "The Kurdish Imbroglion" Introduction • Celik & Linden, "The Kurkish Issue in AKP's Turkey: Militarization as a Deliberate Strategy"
Thurs 25 Apr	The Turkish Spring	<ul style="list-style-type: none"> • <i>The New York Times</i> 2013- The Green Roots of Turkey's Urban Unrest • Associated Press 2013 - Former Military Chief Gets Life Sentence in Turkey • <i>The Huffington Post</i> 2013- Turkey Protests • <i>International Herald Tribune</i> 2013- The Children of Taksim

Tues 30 Apr	The Coup in Turkey and the erosion of Turkish democracy FCQ Day	<ul style="list-style-type: none"> • <i>The Economist</i>, "Erdogan's Revenge" July 23, 2016 pp. 7-8 • <i>The Economist</i>, "After the Coup, the Counter-coup" July 23, 2016, pp. 14-15 • Arango & Yeginsu, "Turks Agree on One Thing: The US was behind the Failed Revolt." <i>New York Times</i>, August 3, 2016, p. A6
Thurs 2 May	Catch up day, review for final examination	<ul style="list-style-type: none"> • None
Wed 8 May	Final Examination (4:30-7:00pm)	<ul style="list-style-type: none"> • Study, Study and Study

KEY

- **Lewis** - Bernard Lewis, *What Went Wrong? Western Impact and Middle Eastern Response*.
- **Lust** – The Middle East
- **A** - Karen Armstrong, *Islam: A Short History*, 2000.
- **B&K** - Ian Bickerton & Carla Klausner, *The History of the Arab-Israeli Conflict*.
- **F** - Thomas Friedman, *From Beirut to Jerusalem*.
- **Br** – Geraldine Brooks, *Nine Parts of Desire: The Hidden World of Islamic Women*.
- **S** – Air Shavit, *My Promised Land*.
- **W** – Lawrence Wright, *Thirteen Days in September*.
- **Q** – Quil Lawrence – *Invisible Nation*.

ADMINISTRATIVE INFORMATION:

CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this semester however they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class materiel are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: "[Laptops Are Great. But Not During a Lecture or a Meeting](#)", *New York Times Op Ed*, By [SUSAN DYNARSKI NOV. 22, 2017](#)

Boulder Provost's Disability Task Force recommended syllabus statement:

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can

be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

Recommended religious observances syllabus statement:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, as stated earlier in this syllabus for normal class days, students need only email their instructor/TA in advance to procure an excused absence. However, for examinations, in-class presentations or debates, students must arrange for a makeup in advance of their absence.

Office of Institutional Equity and Compliance (OIEC) recommended syllabus statement:

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

The HONOR CODE recommended syllabus statement:

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after

careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic. If you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

Recommended classroom behavior syllabus statement:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Please arrive on time and do not leave early. If you absolutely must leave early, please let me know at the beginning of class and sit near a door so you do not cause too much disruption. Similarly, if arriving late, please take a seat as quickly and quietly as possible. **Take care of all your business before class begins; do not leave and return during class as this creates a disturbance to others.**

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.

