

**International Relations of the Middle East  
Political Science 381  
Winter 2023**

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**Course Overview**

This course analyzes the international relations of the Middle East from a theoretical, historical and contemporary perspective. We will examine different theoretical approaches to the Middle East, the history of the region (the formation of the Middle East state system, the Arab-Israeli conflict, the Arab cold war, the Persian Gulf conflicts, the rise of political Islam), as well as contemporary issues, such as the effect of the Arab Spring on the international politics of the region, the Saudi-Iranian rivalry, WMDs in the Middle East, and American policy towards the region.

The outline of the course is roughly chronological, but we will be referring to more theoretical questions throughout the course. The historical analysis serves not only to provide you with a background to current affairs; it provides a means to examine general questions in the study of international politics. I will begin most classes with international relations puzzles that will guide our discussion. We will especially address these questions:

- Which international relations theories best capture the dynamics of the Middle East, particularly the causes of conflict and cooperation?
- What has been the role of transnational ideologies and identities in the international relations of the region?
- How has the formation of the Middle East state system affected its later development? Why has the system been so durable?
- What have been the interests of outside powers in the region? What effect have they had on the region and how has their role changed over time? To what extent have developments in the region hinged on the interference of outside actors or the initiative of local actors?

**Course Goals**

The purpose of the course is to provide you with solid foundation for understanding the international relations of the Middle East and an understanding of some of the theoretical debates in the study of international politics. This is done by giving you a grounding in history of the region and contemporary affairs and by exploring how broader conceptual and theoretical issues enlighten events and vice versa.

More broadly, the course contributes to the Political Science Department's Learning Outcomes by:

- Gaining an understanding of the subfield of international relations by studying the international politics of an important region and the international relations theories that apply to those politics (Learning Outcome #1).
- Thinking critically and analytically about political processes, such as what has driven the patterns of conflict and cooperation we see in the region (Learning Outcome #2).
- Answering political questions with careful research design and rigorous analysis (Learning Outcome #3). This is accomplished particularly with your research paper about an international relations topic in the region.
- Writing and speaking with originality and clarity, providing reasons and evidence to support claims using proper citation of source material (Learning Outcome #4). This is accomplished especially via your class participation and research paper.

## Reading

There are two books to purchase:

1. Gregory Gause, *The International Relations of the Persian Gulf* (Cambridge University Press, 2010).
2. Giles Kepel, *Away from Chaos: The Middle East and the Challenge to the West* (Columbia University Press, 2020).

The rest of the reading material will be posted on Learning Suite.

Note: The reading load for this course is demanding. It is essential to keep up to date with the assigned reading. You will not be able to benefit from and contribute to class discussion if you don't do the reading. The quizzes are meant to incentivize you to keep up. If you are not interested in reading a lot, this is not the course for you.

For those of you that are more visual or oral learners, I have listed below documentaries that cover some of the issues we are examining. Some of them are very good and have clips from key participants themselves. You can use these to supplement some of the readings.

- The 50 Years War: Israel and the Arabs (PBS). From the founding of Israel to the 1990s. <https://www.youtube.com/watch?v=fSAD9pS8NIw&t=2758s>
- The Gulf War (PBS Frontline). The 1990-1 Gulf War. <https://www.youtube.com/watch?v=6vbFGn1QhVs>
- Bush's War (PBS Frontline). The 2003 American invasion of Iraq. <https://www.pbs.org/wgbh/frontline/film/bushswar/>
- Losing Iraq (PBS Frontline). The Bush and Obama administrations' policy toward Iraq in the aftermath of the 2003 invasion. <https://www.pbs.org/wgbh/frontline/film/losing-iraq/>
- The Arab Awakening (Al Jazeera). Multipart series in the immediate aftermath of the Arab Spring. [https://www.youtube.com/watch?v=b8\\_4OzV8DLw](https://www.youtube.com/watch?v=b8_4OzV8DLw)

## **Class Rules**

It is my goal to create a learning friendly environment. If you have a disability that requires accommodation, see me as soon as possible. See also the University's policy towards students with disabilities at the end of this syllabus. We will have discussions that I hope are vigorous and respectful, where everyone participates. Conduct that makes other students unwelcome to participate will not be tolerated. See in particular the University's policy towards sexual misconduct, including sexual harassment, below. In addition, please refrain from distractions, i.e., turn your phone and the wireless signal on your computer off. The research shows your efforts to multitask while taking notes does not work. You would be better off with a pen and paper.

## **Assessment**

Quizzes (20%): There will be relatively short quizzes throughout the semester. These will consist of basic questions mostly from the reading but also include a map quiz.

Midterm (20%): The midterm will cover material from the readings and class.

Final (25%): The final exam will cover material from the readings and class. It will be comprehensive. If you cannot take the final exam on the day it is scheduled, please do not enroll in this course.

Paper (22%): I detail this assignment below, after the course outline.

Reflections (6%): I also detail these below.

Participation (7%): The basis of this grade will be the quantity and quality of your participation in class discussion, and your engagement in your peers' research projects, including your written feedback to your peers' research project, discussed below. Often discussions will be based on the assigned readings, so to have something meaningful to say you will have had to do the readings in advance. In addition to the quizzes, I reserve the right to cold call on you to explain the readings to the class. I take attendance and I make notes after each class about who participated. I think you will have a better experience with the course when you come to class and participate, so I am trying to get you to do that. If you think there are legitimate reasons why you cannot be in class, such as that you are ill, let me or the TA, Zach Polson (polsonzd20@gmail.com), know, and we may give you permission to get on Zoom to attend.

## **Tentative Course Outline**

(This is a rough guide for where we will be. I will keep you updated via email and Learning Suite to let you know what specific readings are required to complete before each class. I also might modify the topics and readings.)

### **Introduction to the Course and Region – January 9**

Questions: What constitutes the Middle East? What are the major features that affect the international politics of the region? What are we going to be doing in this class?

Reading:

- This syllabus – all of it!

### **Theories of International Relations and the Middle East – January 11**

Questions: What theories of international politics help us explain the international relations of the Middle East? To what extent can a focus on the distribution of power, ideological factors, political economy and/or the security of regimes illuminate how states interact in the region?

Readings: (We will divvy up the readings by last name – stay tuned).

- Gause, *International Relations of the Persian Gulf*, chapter 1.
- Etel Solingen, “Pax Asiatica versus Bella Levantina: The Foundations of War and Peace in East Asia and the Middle East,” *American Political Science Review* 101:4 (2007): 757-780.
- Mark Haas, *The Ideological Origins of Great Power Politics* (Ithaca, NY: Cornell University Press, 2005), 4-18.
- Benjamin Miller, “The Balance of Power or the State-to-Nation Balance: Explaining Middle East War-Propensity,” *Security Studies* 15:4 (2006): 658-705.

### **The Formation of the Modern Middle East – January 18, 23**

Questions: How did the Middle East state system we more or less still have come about? How did changing conceptions of identity shape the formation of this system, and how did the system shape conceptions of identity?

Readings:

- Eugene Rogan, “The Emergence of the Middle East into the Modern State System” in *International Relations of the Middle East*, ed. Louise Fawcett (Oxford University Press, 2016), 39-61.
- Ariel I. Ahram, “The Middle East quasi-state system,” Monkey Cage, *The Washington Post*, May 27, 2014.

- Ian J. Bickerton and Carla L. Klausner, *A History of the Arab-Israeli Conflict*, (Routledge, 2018), 4-29, 42-55.
- Ray Takeyh and Steven Simon, *The Pragmatic Superpower: Winning the Cold War in the Middle East* (W.W. Norton, 2016), 25-51.

### **The Cold War, the Arab Cold War, and the Arab Israeli Conflict – January 25, 30**

Questions: How did the Cold War affect outside intervention in Middle East politics? What was the Arab Cold War and what international relations theories best account for this rivalry? Was the Suez war a preventative war?

Readings:

- Abdel Monem Said Aly, Shai Feldman, and Khalil Shikaki, *Arabs and Israelis: Conflict and Peacemaking in the Middle East* (Palgrave Macmillan, 2013): chapter 3.
- Mark Gasiorowski, “U.S. Foreign Policy Toward Iran during the Mussadiq Era” in *The Middle East and the United States: A Historical and Political Reassessment*, ed. David W. Lesch and Mark L. Haas (Westview Press, 2014), 55-69.
- Malik Mufti, “The United States and Nasserist Pan-Arabism” in *The Middle East and the United States: A Historical and Political Reassessment*, ed. David W. Lesch and Mark L. Haas (Westview Press, 2014), 128-147.
- Alan R. Taylor, *The Arab Balance of Power* (Syracuse University Press, 1982), 24-48.

### **1967 Six Day War and its Aftermath – February 1**

Questions: What were the causes of the 1967 war? Was it a preemptive war? An inadvertent war? What were the consequences of the 1967 war?

Readings: (half of us will read one, the other half will read the other)

- Aly, Feldman, and Shikaki, *Arabs and Israelis*, chapter 4.
- Roland Popp, “Stumbling Decidedly into the Six Day War,” *The Middle East Journal*, 60:2 (2006): 281-309.

### **Isolation of Egypt and the Emergence of the Gulf – February 6, 8**

Questions: Why was there peace between Egypt and Israel and how did it change the Arab-Israeli dispute? What was the role of the superpowers in this process? Why and how did the states around the Persian Gulf emerge as major actors in the international politics of the region in this period?

Readings:

- Takeyh and Simon, *The Pragmatic Superpower*, 191-214.
- Norman Rippman, “The Egyptian-Israeli Peace Treaty,” in *Peacemaking from Above, Peace from Below: Ending Conflict between Regional Rivals*, (Cornell University Press, 2016), 63-86.
- Gause, *International Relations of the Persian Gulf*, chapter 2.
- Kepel, *Away from Chaos*, chapter 1.

### **The Islamic Revival – February 13, 15, 21**

Questions: What were some of the causes and international consequences of the emergence of political Islam in the region? How did the Iranian Revolution affect the international politics of the region?

Readings:

- James Piscatori, *Islam in a World of Nation-States* (Cambridge University Press, 1986), chapter 2.
- Kepel, *Away from Chaos*, chapter 2.
- Gause, *International Relations of the Persian Gulf*, 45-87.
- Ewan Stein, *International Relations in the Middle East: Hegemonic Strategies and Regional Order* (Cambridge University Press, 2021), chapter 5.

### **Lebanon and Review – February 22**

Questions: How has Lebanon been a microcosm of Middle East politics, and how does it represent some of the themes we have been discussing?

Readings:

- Bickerton and Klausner, *History of the Arab-Israeli Conflict*, chapter 9.

### **MIDTERM, February 23-24 in the Testing Center**

### **February 27 – No Class – Meeting with Professor about paper**

### **American Primacy in the post-Cold War: Gulf Conflict and Political Islam –March 1, 6, 8**

Questions: Why did the United States expand its presence in the region in the aftermath of the Cold War, and what were the consequences of this? What explains the Iraqi invasion of Kuwait

and the response? What were the different tactics of political Islamists and how regimes dealt with them?

Readings:

- Gause, *International Relations of the Persian Gulf*, 88-148.
- Kepel, *Away from Chaos*, chapter 3.

### **2003 Iraq War and Aftermath – March 13**

Questions: Why did the United States invade Iraq? What were the consequences of this event and the subsequent occupation for the region?

Readings:

- Gause, *International Relations of the Persian Gulf*, 148-240.
- Ahsan I. Butt, “Why did the United States Invade Iraq in 2003?” *Security Studies* 28:2 (2019): 250-282.

### **Iran in the Region – March 15 (on zoom)**

Questions: Is Iran still a revolutionary state? What motivates its foreign policy? What has prompted the recent concerns of Iranian influence in the region? How has the region and Saudi Arabia in particular responded to Iran?

Reading:

- F. Gregory Gause, “Ideologies, Alignments, and Underbalancing in the New Middle East Cold War,” *PS: Political Science & Politics* 50:3 (2010): 672-675.
- Sharam Akbarzadeh and James Barry, “State Identity in Iranian Foreign Policy,” *British Journal of Middle Eastern Studies* 43:4 (2016):613-629.

### **WMDs in Middle East – March 20, 22**

Questions: What explains the pattern of nuclear proliferation (or lack thereof) that we have seen in the region? How has the introduction of nuclear weapons changed (and not changed) the international politics of the region, and what would be the effect of further proliferation? What do Syria and Iraq’s deployment of chemical weapons tell us about the political impact of their use and whether states can compel others not to use them? Is the reaction to Syria’s use of chemical weapons evidence for or against a chemical weapons taboo?

Readings:

- The country profiles of Egypt, Iran, Iraq, Israel, Libya, Syria, and Saudi Arabia on the Nuclear Threat Initiative website: <http://www.nti.org/learn/countries/>.

- Annie Tracy Samuel, “Beyond Strategic Stability: Deterrence, Regional Balance, and Iranian National Security,” in *The End of Strategic Stability? Nuclear Weapons and the Challenge of Regional Rivalries*, ed. Lawrence Rubin and Adam N. Stulbrrg (Georgetown University Press, 2018), 89-140.
- Wyn Bowen, Jeffery W. Knoph, and Matthew Moran, “The Obama Administration and Syrian Chemical Weapons: Deterrence, Compellence, and the Limits of the ‘Resolve plus Bombs’ Formula,” *Security Studies* 29:5 (2020): 797-831; Wendy Pearlman, “Rethinking Compellence Success: Why the Chemical Weapons Deal was a Good Deal... for Bashar al-Assad,” *Security Studies* 30:2 (2021): 302-309

### **US Relations with Israel – March 27**

Questions: What explains the close relations between the US and Israel? To what extent do their interests overlap? Should the US be pursuing a different policy toward it?

Readings:

- Jerome Slater, *Mythologies Without End: The US, Israel, and the Arab-Israeli Conflict, 1917-2020* (Oxford University Press, 2021), 11-23.
- Dov Waxman and Jeremy Pressman, “The Rocky Future of the US-Israeli Special Relationship,” *The Washington Quarterly* 44:2 (2021): 75-93.

### **Paper Workshop Day – March 29**

You will be turning in a rough draft of your research paper.

Readings:

- You will be reading two of your colleagues’ papers.

### **Arab Uprisings and Aftermath – April 3, 5, 10**

Questions: To what extent did the upheavals of the Arab Spring change the international relations of the region? What has been the role of outsiders – both within the region and without – in the revolts? What is the future of political Islam, and how does this affect the international politics of the region?

Readings:

- Kepel, *Away from Chaos*, chapters 5-9.

### **Possible Topics for April 12**

*The Durability of the Middle East State System*

Questions: Why have the borders of the states in the Middle East for the most part remained static since its creation after World War I?

Reading:



- Ian S. Lustick, “The Absence of Middle Eastern Great Powers: Political Backwardness in Historical Perspective,” *International Organization* 51:4 (1997): 653-83.
- Ariel I. Ahram, “Territory, Sovereignty, and New Statehood in the Middle East,” *The Middle East Journal* 71:4 (2017): 345-62.

### *Oil and the Middle East*

Questions: To what extent has oil been a source of conflict in the Middle East?

Reading:

- Emily Meierding, “Dismantling the Oil Wars Myth,” *Security Studies* 25:2 (2016): 258-288.

### *Israeli-Hezbollah Conflict*

Questions: What explains deterrence or war between Israel and Hezbollah?

Reading:

- Daniel Sobelman, “Learning to Deter: Deterrence Failure and Success in the Israel-Hezbollah Conflict, 2006-2016,” *International Security* 41:3 (2016): 151-96.

### **US Policy toward the Middle East – April 17**

Questions: What are the debates over what American interests in the region should be and what strategy, and military presence in particular, achieves those interests? Will there be a shift in American policy going forward?

Reading:

- David Blagden and Patrick Porter, “Desert Shield of the Republic? A Realist Case for Abandoning the Middle East,” *Security Studies* 30:1 (2021), 5-48.
- F. Gregory Gause III, “Should We Stay or Should We Go? The United States and the Middle East,” *Survival* 61:5 (2019): 7-25.

### **Taking Stock of the International Relations of the Middle East – April 19**

Questions: Which international relations theories best capture the dynamics of the Middle East, including the causes of conflict and cooperation? What has been the role of transnational ideologies and identities in the international relations of the region? How has the formation of the Middle East state system affected its later development? Why has the system been so durable? What have been the interests of outside powers in the region? What effect have they had on the region and how has their role changed over time? To what extent have developments in the region hinged on the interference of outside actors or the initiative of local actors?

Readings:

- Go back and remind yourself of the arguments of the works assigned on January 5th.
- Eric Bordenkircher, “‘Lebanonization’: Framing Policy for the Puzzles of the Middle East,” *Middle East Policy* 27 (2020): 41-55.

**FINAL EXAM – April 22, 11-2 in class.**

## Paper

You will write a research paper on a particular topic. I have proposed possible topics below. These are for the most part specific historical questions, but they often touch on larger theoretical questions that you can address about what causes conflict, how to explain alliances, what is motivating foreign policy, and so on. You should couch your question in these larger debates. We will be dealing with many of these questions in class. You are going to go into further depth, examining the scholarly literature on the narrow question, and the broader topic, if relevant. If you are dissatisfied with this list and have a burning question of your own, you are welcome to see me and propose it. The topic needs to be on some aspect of the international relations of the Middle East and have sufficient data that you will be able to do serious research, but not broad enough that you will be overwhelmed. I want to know what everyone's topic will be by **January 25<sup>th</sup>**. You can send me a quick email. I prefer people write on different topics, so we might have to sort that out. We are going to talk about this paper throughout the class. If we come to your topic in class, I might ask you what your opinion is on your question thus far. On **February 27<sup>th</sup>**, you will meet with me and we will review your paper proposal. On **March 29<sup>th</sup>**, we'll have a paper workshop, where you will be required to have a rough draft and will submit it to two of your colleagues that I will assign. They will read your paper and provide constructive feedback. (Likewise, you will be reading two papers of your peers.) I will provide details of how this will work in class. Your feedback on your peers' papers and your contribution to the discussion is a part of your participation grade. The final paper is due **April 19<sup>th</sup>**.

### Formation of the Modern Middle East

- Why did the British issue the Balfour declaration?
- Why did the United States recognize Israel?

### Cold War, Arab Cold War, Arab-Israeli Conflict

- To what extent was the Iranian crisis responsible for the origins of the Cold War?
- Was the 1956 war a preventative war? What caused it?
- What explains the American policy towards Baathists in Iraq?
- Why was there a merger with Egypt and Syria and why did it fail?
- What was the purpose of Nasser's or the Saudi's involvement in Yemen? Do we have international relations theories to explain this?

### 1967

- Was the 1967 a preemptive war? What caused it?

### Isolation of Egypt and the Emergence of the Gulf

- Why did Egypt decide to switch great power patrons?
- What explains the peace between Egypt and Israel?

### Islamic Revival

- To what extent was the Carter administration responsible for the Iranian Revolution?
- Why did Iran stop attempting to spread revolution in the 1990s? What does this tell us about why revolutionary foreign policy attenuates?
- What explains why the Iran-Iraq War lasted so long?
- What explains the origin and persistence of the Syrian-Iranian alliance?

### Lebanon

- Why did the Israelis invade Lebanon in 1982?

### American primacy

- Why did Saddam invade Kuwait?
- Why did the United States invade Iraq in 1991?
- Why did the United States adopt a policy of dual containment in the Gulf in the 1990s? Were there alternatives?
- What is responsible for the failure of the US and Iran to come to some kind of accommodation in the 1990s and early 2000s?
- Why did Al Qaeda perpetuate the 9/11 attacks? What were they hoping to accomplish? What does this say about the debate about the rationality of terrorists?
- What were alternatives to the US War on Terror and its implementation in the Middle East?

### Iraq

- What explains the American invasion of Iraq?
- What characterizes Iranian-Iraqi relations since the American invasion? Do we have theories about alliances that explain this?

### Iran in the region

- When was Iran a revolutionary state, or is it still? In what sense? What drives Iranian foreign policy?
- What explains the deterioration of relations between the Gulf states and Iran?
- What explains the Saudi intervention in Yemen?

### WMDs

- Did the response to Syria's chemical weapons use validate or invalidate the notion of a chemical weapons taboo?
- Was there something more the United States could have done to prevent Israel from getting a nuclear weapon? Should it have done that?
- Why have the Israelis been against a nuclear deal with Iran? What exactly do they think the consequences will be?
- Why has the Saudis so far not tried to get nuclear weapons? What does this tell us about theories of proliferation?
- Was the Israeli attack against Iraq in 1981 or Syria in 2007 against their nuclear programs successful? What does it tell us about whether military force is an effective counter proliferation strategy?

### US-Israeli relations

- Why has the United States not done more to press for Israel not to expand their settlements in the occupied territories?
- Is the close relationship between the United States and Israel explained by an "Israel lobby," or other factors?

### Arab Spring and beyond

- Why have relations deteriorated between Iran and Saudi Arabia?
- What explains how Saudi Arabia has reacted to revolutions in Egypt and Syria in the Arab Spring?
- What was the Iranian response to the Arab Spring? What would we expect it to be?
- Why did the United States intervene in Libya? Why was the response different than in Syria?
- What explains the level of international intervention in the Syrian Civil Conflict?
- What explains the Saudi intervention in Yemen?
- What explains the breakdown in relations between Qatar and Saudi Arabia especially in 2017-18?

### US Policy in the Middle East

- To what extent should the United States promote democracy in the region?
- What is the military presence in the region for, and should it persist?
- To what extent has human rights norms affected US-Saudi relations?

### Other topics we might not cover directly

- Why did the civil war in Iraq or Syria not prompt the redrawing of borders?
- Who is right in the debate over whether oil causes interstate conflict in reference to the Middle East?
- What explains the war between Israel and Hezbollah (or Hamas)? What does it tell us about deterrence?

### *Final Paper*

The final paper will be due at the last day class, **April 19**. You will turn in a hard copy to my office at 752 SWKT and also submit an electronic copy to turnitin via Learning Suite. As a reminder, plagiarism and other forms of academic dishonesty will not be tolerated. Plagiarism, and other forms of academic dishonesty, is grounds for failing the class. See an elaboration of the University's policy, and citations of additional resources, below. I will provide more detailed instructions about the structure of the paper and other matters when we discuss it in class. Below are some guidelines:

#### Length:

The paper should be about 10 pages. Sheer length does not indicate quality of research, but shortness often indicates the lack of quality – the student has ran out of things to say given the cursory nature of the research. The paper should be formatted in the normal way – times new roman font, 12 point, double-spaced, one inch margins. Include the page numbers.

#### Citations/Research quality:

I will be looking to see whether you have a command of the literature on your given topic and if you are effectively using the sources to prove your point. This is a research paper that you are expected to be working on throughout the semester. I am expecting a serious engagement with the scholarship. This takes time. It is painfully obvious when students attempt to write a research paper at the last minute. For those students that have foreign language abilities –

Arabic, Hebrew, Persian, or Turkish – I encourage you to utilize sources in your language when relevant. Come by my office if you have any questions.

There are three main ways of citation: parenthetical, footnote, and endnote. I prefer footnotes. Given the footnote method there are many different styles of citation. You may use Turabian style as you did in PS 200, but you do not have to. Just pick a style and be consistent. With any given style, of course, all the relevant information should be there so I can tell what type of publication it is and easily locate it. Make the citations as specific as possible. For example, if you are quoting an article, cite the page of the article rather than just the article as a whole. Believe it or not, I have been known to look up specific citations to ensure accuracy. Include a bibliography of works you have cited at the end of the paper.

Do not overuse quotes. You could use quotations when you are examining a particular text – for example, a document in which a leader makes a claim for why he/she did something that you are interested in. Often, however, points can be paraphrased and then cited. You do not want your paper to be a string of quotations. On the other hand, be careful not to plagiarize. Plagiarizing includes quoting texts without quotations and citation, but also a slight rearrangement of the author's sentence without quotation. See the university policies below.

#### Spelling/Grammar:

There should not be misspellings and grammatical errors, such as verb tense agreement. These errors are distracting and indicate an unfinished product.

#### Organization:

Your paper should be clear, crisp, and tightly argued. There should be no fluff. Your thesis should be clear, and everything in the paper should be directly related to testing that thesis. Subheadings are an essential part of coherent organization. I should be able to outline your paper with relative ease. There should be a clear flow to the paper: sections and paragraphs should logically flow from one to the next.

#### Argument:

Your paper should be making an argument, and your paper will be graded based on how well you make that argument. Is the argument logically consistent? Is there evidence that backs up the claims made? Does the paper anticipate and address counterarguments? Are rival hypotheses presented fairly? Is the conclusion backed by what was presented in the paper?

#### Grade:

The following is the grading criteria, in order of increasing importance, and an “A” example:

1. Nuts and bolts: The paper is properly formatted. There are no spelling or grammatical errors. Sentences are clearly written and sources are properly cited.
2. Organization: There is a clear and logical flow to the paper.
3. Tie:
  - a. Research quality: It is evident this person has mastered the evidence surrounding her or his topic.
  - b. Argument: The paper deftly uses evidence to argue a particular point, and handles rival hypotheses skillfully.

FHSS Writing Lab: Because you are taking a course in the College of Family, Home and Social Sciences, you can use the FHSS Lab resources for free. Do so! They have people there that can help you proofread/organize your paper. See: <https://fhsswriting.byu.edu/Pages/home.aspx>. Even if you do not use this service, it is always helpful to have someone else read your paper. Get a family member, roommate, or friend to give it a read.

## **Reflections**

You will do four reflections over the course of the class. These are the rough equivalent of a page of writing on a particular question/topic. I have listed some of the topics we will do. I might add some more. You do not need to do any independent research beyond the assigned readings. This is just a chance to articulate your opinion in writing based on what you read, when relevant. You can structure these somewhat like an op-ed, in that you want to make an argument/have an opinion and succinctly support it, although it does not have to be quite as polished/formal. Perhaps more like a crisp blog post. The purpose of this assignment is that it helps you articulate your thoughts (writing is thinking), gives you practice in writing in a shorter form than a research paper, which is usually a more common form of writing, and it helps you prepare so that we can have a robust discussion in class. To get credit, you need to post these to Learning Suite by 10 am the day of class when we are going to be discussing the topic. You can do whatever reflections you prefer. I wouldn't save them all to the end, though, when the semester is busiest. I will grade these on a plus or minus scale. A plus means that you have a cogently argued position and have engaged in the topic – you have clearly done the reading if relevant. A minus is less than that. I encourage you to read your fellow students' opinions on Learning Suite.

I have listed the reflections topics below and provided a date. Note that this is a tentative list. I might add more or otherwise change things up as we get into things. I will notify you if I do.

1. Should the Americans have encouraged the creation of the state of Israel? (January 23)
2. Why did the Americans support a coup in Iran and was it the right thing to do? (January 25)
3. Were the Israelis right to attack in 1967? (February 1)
4. What explains the animosity towards Iran among Arab states following their revolution? To what extent could that have been prevented? (February 15)
5. Could the United States have taken a different policy toward Iraq to prevent Iraq's invasion of Kuwait? Should they have taken a different policy toward Iraq's invasion besides war? (March 1)
6. Should the Americans have invaded Iraq in 2003? (March 13)
7. In what sense did Iran have a revolutionary foreign policy? Does it still have a revolutionary foreign policy? (March 15)
8. What would be the consequence of Iran getting a nuclear weapon for the region? (March 20)
9. Why are relations between Israel and the US so close, and should they be? (March 27)
10. Do you agree or disagree with Blagden/Porter's or Gause's take on American foreign policy in the Middle East? (April 7)

11. What will the Middle East look like in a decade? What will change and what will stay the same? (April 19)



## University/Class Policies

### *Academic Dishonesty, including Plagiarism*

Details about the “Academic Honesty Policy,” which is part of the honor code that you have agreed to uphold, can be found here: <https://policy.byu.edu/view/index.php?p=10>. If you have not read this policy before, read it. You will be held accountable to these standards. Academic dishonesty includes plagiarism, fabrication or falsification, cheating, and other academic misconduct, such as “submitting the same work for more than one class without disclosure and approval.” Note that my standard response towards instances of academic dishonesty is to fail students from the class. Honesty is not only central to BYU, where the mission of the University is to inculcate certain moral values in the student body. Intellectual honesty is vital to the mission of universities more broadly.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*. Or talk with me!

As you are probably aware, artificial intelligence programs such as ChatGPT are enabling students to have these programs do the writing for them. There may come a day when these tools are treated like allowing a calculator in a math class, but just as there can be good reasons to disallow calculators in a math class, I do not want you to use these tools for your papers in this class. I want you to practice writing on your own.

### *Preventing & Responding to Sexual Misconduct*

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor

Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

### *Students with Disabilities*

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> for help.

I encourage anyone with a disability to see the University Accessibility Center as soon as possible. They will send me an email about you, and I will email you to set up a time we can meet to figure out how to enable you to succeed in this class.

### *Counseling and Psychological Services*

Many students at BYU struggle with stress, depression, and other emotional challenges. BYU's office of Counseling and Psychological Services offers a variety of helpful services to deal with these very common issues. Counseling is available and free of cost for full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.