I. Course Information

Required Materials


• Regular newspaper and net coverage of the Middle East. Subscription to the New York Times or online access. Los Angeles Times has excellent Middle East coverage as do some British and French papers. Al-Jazeera supplies a different viewpoint. We will use all available sources to keep up on news.

• Other assigned articles will be found on Blackboard; most can be accessed online if need be.

Course Description

Following September 11, 2001 world politics has focused on the Middle East with good reason. The U.S. still has military stationed in Iraq and Afghanistan. Since January 2011, the Arab Awakening has upended politics as usual in a number of countries, and sent a strong message of the necessity of reform to the remaining countries in the Middle East. Regimes have responded in very different ways. The major message of the Arab Awakening is the desire of citizens for responsive governance that meets citizen needs.

Political Systems of the Middle East uses comparative political theory and current scholarly writings to examine the forces and counter-forces at work in the troubled Middle East and North Africa. We will examine the problems that beset governments, the genesis and evolution of opposition groups including Islamist groups, and selected economic and social forces that have a strong impact upon the working of governments. The class is designed to help the student gain a basic knowledge of the process of social change and economic exigencies that shape Middle Eastern politics and the social pressures that underlie political forces, to study countries in depth and to gain an understanding of the culturally-based and traditional political structures and forces that operate in these governmental systems. In particular we will concentrate on problems of political development, leadership, political institutions and religion. We will devote time and energy to the study of the conflicts, issues of political legitimacy as well as Islamic activism. We will work on writing succinct, analytical thesis-driven short papers. The course is demanding, and successful students will devote time and energy to mastering data, theory, and skills.
**Prerequisites:** Political Science 200 is a prerequisite for the class. If you have not taken this course see Professor Bowen.

**Attendance Expectations:** Regular attendance is expected if you want to receive a good grade. Five percent of your grade is participation. Missing classes without an excused absence results in a lower participation grade.

Everyone gets sick sooner or later and often problems with families or life erupt which sabotage one’s ability to perform optimally. The key to dealing with this is to get in touch with me asap by email or phone message and let me know what’s up. My TA and I pledge to work diligently to help you make it through the class (albeit possibly not at your regular level of success), but you have to inform us before exams, papers, are due and work with us.

**Participation Policies:** I expect, in an upper-division class studying a subject of this interest and difficulty that both of us will put forth considerable effort and do top-flight work. I expect to reward your reading, writing, discussion and analysis with an appropriate grade -- good work elicits good grades. If you would like to see statistics of previous grades given in this class, please ask me for that information.

Any student who expects to receive an A in this class should be prepared to tell me more -- in exams, class discussions -- and of course in the writing assignments -- than I have told him/her in lectures or in the general class reading.

This semester we will read a substantial amount together. Each class period is 1 hour and 20 minutes long. The reading assignments reflect this. Assigned reading is around 30-40 pages on most days. This class will require concerted effort to keep up on reading. Most of the points we raise in the reading and in class invite debate. To this point, I expect lively, informed and to-the-point discussion in class to bring out pertinent facts as well as possible interpretations of events. In addition, in a subject as controversial as the Middle East, we need to comprehend the difference between US policy, the emotions of the US public and the viewpoints and policies of countries in the Middle East and the rest of the world. This is particularly important in the case of Israel and Palestine. So, keeping up with the reading becomes doubly important. To this end, we will post quizzes with a few questions on Blackboard each morning on the reading assignment for the day.

**The Critical Requirement:** Come to class with each day's assignment prepared. Poor understanding of material directly relates to not doing assigned reading before the lecture.

Ask questions when you don’t understand. If office hours are not enough I will offer an early-morning help section to cover needed material. Regular classroom attendance is required. If you cannot be in class, please let me know. The TA is also eager to help with further explanation of any concepts.
Grading Policies

Criteria for Figuring Final Grades:

- One-page writing assignments – 50%
- Reading Quizzes – 7%
- 2 Midterm Examinations – 26%
- Final Examination – 14%
- Evidence of preparation for class, pertinent and cogent discussion, attendance –3% (including filling out course evaluation)

Course Learning Outcomes

Please recognize that this class fits within the learning outcomes posted by Political Science, IR, and Middle East Studies/Arabic. Consult the websites of each major under “assessment” for details.

http://kennedy.byu.edu/academic/MESA/MESALearningOutcomesDec06.pdf
http://fhssadv.byu.edu/Advisement/polisci1.dhtml

Specifically, in this course we have assignments, lectures, and readings that will help achieve the following learning outcomes (they are listed at www.learningoutcomes.byu.edu). 1. Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions. 2. Write professional grade research papers on political science questions 3. Think critically, analytically, and synthetically 4. Properly cite sources in their writing using a recognized citation style In addition to course assignments that directly address specific learning outcomes, I attempt to show how other learning outcomes such as “bring honesty and integrity to their daily lives, public affairs, and professional activities,” “want to serve communities and organizations to which they belong,” and “be able to articulate principles of faith in their analysis of politics” relate to the materials we study.

II. Assignments

Examinations and Quizzes: You will have two midterm examinations and a final examination. The examinations will include identification, short answer, short essay and when time permits, longer essay questions. The subject matter will include reading and lecture materials. The best way to prepare for the exams is to stay current in your reading, participate in class discussion, and attend class.

Quizzes. In order to encourage current reading, reading quizzes will be posted on Blackboard in advance of each class period. These short, multiple choice questions will reflect the reading assignment for each class.

Exam dates are on the reading schedule. Since this is my first time through the text, I want to keep a window open to change exam dates if necessary. For now, assume that the ones posted are correct.

Writing Assignments: Most weeks you will be assigned a one-page (typed single-spaced) writing assignment. The writing assignments will model the type of summaries, reports, and analysis expected
in a professional setting, so work to make them top-notch. Assignments are due at the beginning of class on the assigned date. No late papers will be accepted. A schedule for the papers is provided. These dates are approximate and may be changed without notice. Not submitting papers proves fatal to your grade. Two paper grades will be dropped at the end of the semester. Feel free to email me a copy of the paper. If you have trouble printing, the emailed copy tells me that you completed the assignment. You bring the hard copy of the paper by my office later.

While all writing assignments are one-page in length, I will give specific instructions for format. Some assignments report on data with the object of proving or falsifying a theory. These formats may use letters or numbers to keep the data reporting regular. Format becomes very important in these cases. Others are short essays with a thesis statement and following paragraphs which use data to make an argument. All papers require data and therefore require references to citations and sources cited.

Each student will be assigned three countries to follow closely throughout the class. The three will include: 1) an awakening country 2) one country you choose yourself 3) a country I assign. Students are expected to keep up with data and happenings for their three countries.

**Readings:** I’ve laid out the readings for the semester on the schedule below. Readings are to be done for the date listed. I will also email or post on Blackboard additional readings which help us understand the current situation. Please send me by email any materials you find that you think the class would enjoy.
### III. Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Film Assignments</th>
<th>Film assignments, Exams, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introduction</td>
<td>MacFarquhar, Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>8/31</td>
<td>Failed Reforms and Colonialism</td>
<td>Michael Gasper, Making of the Modern Middle East, CQ: 1-38</td>
</tr>
<tr>
<td>3</td>
<td>9/7</td>
<td>State Building</td>
<td>Michael Gasper, Making of the Modern Middle East, CQ 1: 38-64</td>
</tr>
<tr>
<td>7</td>
<td>9/21</td>
<td>Social Change: Human Development, Family,</td>
<td>Valentine Moghadam, “Social Change in the Middle East,” CQ 2: 77-98; MacFarquhar 4</td>
</tr>
<tr>
<td>10</td>
<td>10/3</td>
<td>Saudi Arabia</td>
<td>Pascal Menoret, “Saudi Arabia,” CQ 21: 659-674</td>
</tr>
<tr>
<td>11</td>
<td>10/5</td>
<td>Political Economy</td>
<td>Melani Cammett, “The Political Economy of Development in the Middle East,” CQ 3: 99-121;</td>
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<td>12</td>
<td></td>
<td>Political Economy; Persian</td>
<td>Melani Cammett, “The Political</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>10/10</td>
<td>13</td>
<td>Gulf</td>
<td>:Economy of Development in the Middle East,” CQ 3: 121-142; Katja Niethammer, Persian Gulf States, CQ 20: 632-658:</td>
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<td></td>
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<td></td>
<td>McFarquhar, Chapters 6, 7, 11, 12</td>
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<tr>
<td>10/17</td>
<td>15</td>
<td>Algeria and Jordan</td>
<td>Ellen Lust, “Institutions and Governance,” CQ 4:143-151; MacFarquhar 10</td>
</tr>
<tr>
<td>10/19</td>
<td>16</td>
<td>Institutions and Governance: Nationalism, Nations and States</td>
<td>Ellen Lust, “Institutions and Governance,” CQ 4: 151-177</td>
</tr>
<tr>
<td>10/24</td>
<td>17</td>
<td>Regime Types and Patrimonial Leaders</td>
<td>Ellen Lust, “Institutions and Governance,” CQ 4: 151-177</td>
</tr>
<tr>
<td>10/26</td>
<td>18</td>
<td>Key Institutions: Legislatures, Parties, Elections</td>
<td>Quintan Wiktorowicz, “The Limits of Democracy in the Middle East: The Case of Jordan” Middle East Journal, 53:4; Marsha Pripstein-Posusney “Behind the Ballot Box: Electoral Engineering in the Arab World,”</td>
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<tr>
<td>23</td>
<td>11/16</td>
<td>Israeli Palestinian Conflict</td>
<td>Mark Tessler, The Israeli Palestinian Conflict, “CQ 6: 2664-292</td>
</tr>
<tr>
<td>25</td>
<td>11/28</td>
<td>Human Rights</td>
<td>MacFarquhar 8, 9, 13</td>
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<tr>
<td>26</td>
<td>11/10</td>
<td>Regional International Relations</td>
<td>Marc Lynch, “Regional International Relations,” CQ 7: 314-340</td>
</tr>
<tr>
<td>27</td>
<td>12/5</td>
<td>International Politics of the Middle East</td>
<td>Francesco Cavatorta, “International Politics of the Middle East,” CQ 8: 341-370</td>
</tr>
<tr>
<td>28</td>
<td>12/7</td>
<td>International Politics of the Middle East</td>
<td>MacFarquhar Epilogue</td>
</tr>
<tr>
<td>Final</td>
<td>12/15</td>
<td>Final Exam</td>
<td>7-10 a.m. Your presence is required for the entire three hours.</td>
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</tbody>
</table>

IV. Library Information

Social Science Librarian.
Brian Champion, Office: 1225 HBLL Phone number: 422-5862 Email: brian_champion@byu.edu

Reference Desk Information
Name: Social Sciences / Education
Phone number: 422-6228
E-mail: social_science@byu.edu
Hours: M-Th : 8am-9pm; F: 8am-6pm; Sat: 10am-6pm
Department Research Information: http://guides.lib.byu.edu/political_science
E-reserve Information: http://www.lib.byu.edu/reserve.html

V. University Policies

BYU Honor Code. In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for
yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities. Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy. The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy. 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. For details, see: http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/AcademicHonesty.php
This schedule gives you a general idea of the distribution of the writing assignments for Fall Semester 2011.

These subjects and dates may be changed without notice; they are only approximate.

I’ll make each paper assignment at least one class period before the due date:

1. Due September 7: Colonialism
2. Due September 19: State formation
3. Due September 26: Relation of Human and Political Development
4. Due October 3: Causes of the Egyptian and Libyan Awakening
5. Due October 10: Rentier States
6. Due October 17: Political Islam
7. Due October 27: Cleavages
8. Due November 7: Elections, parties and legislatures
9. Due November 21: Israel and Palestine
10. Due November 28: Human Rights
11. Due December 5: Arab Awakening
One page writing assignments

Directions:

Papers are to be typed, single sided, typed in regular fonts. Notes or references may be put on back of sheet (and may be handwritten) if you run out of room. Points will be deducted for more than one sheet of paper and staples. Papers will be assigned in class and are generally due soon after. The syllabus gives you an indication when the papers will be assigned and due. This is only an indication and changes will no doubt be made when necessary so remain flexible and alert.

Papers are due at the beginning of class. Bring them up and put them on the table as you enter. Late papers are not accepted. This includes bringing papers after class begins. Be on time! If you run into problems call or email Prof Bowen before class. Two paper grades will be dropped at the end of the semester. If you have health concerns and fear missing too many papers, please see Prof Bowen immediately.

Papers which employ references and analysis rather than a report of data are graded higher.

If you have questions about your grades and what a good paper consists of, please see Prof Bowen and/or Becca Ricks asap. We have examples.

Grading criteria for one-page papers:

- Understand the assignment and what question has been posed
- Write the paper
- Lay out an answer clearly and concisely
- Make your major point clearly at the beginning of the paper
- Support your answer with correct data
- Don’t assert; demonstrate.
- Watch spelling, grammar, mechanics
- Use references to support your data
- Pursue fluent writing
- Dr. Bowen values analysis (explanation)

Audience:

- Prof Bowen
- Becca Ricks
- Your boss at a federal agency who is an expert in the field

Write the paper as though you are a staffer addressing your senator. Use appropriate language and vocabulary throughout.
Paper Evaluation Forms

Delineation of the Problem
Is the paper topic laid out, well-defined, narrowed and focused?
Does the paper fulfill the assignment?
Is the paper bland and self-evident or nuanced and complex?

Paper Organization and Development of the Argument
Does the paper begin with a clear and logical (thesis) statement of the major argument?
Does the paper present a coherent argument?
Do the arguments all relate to the thesis?
Are the arguments simply assertions or are they supported with reliable data?
Does each argument make sense?
Are the paragraphs well set up, each with a topic sentence?
Is the paper well organized?
Is the conclusion well stated to summarize the major points of the paper?
Does the paper take different views into consideration?

Sources
Are the sources well-chosen and reputable?
Are half of the sources reputable books and journal articles rather than web sites?
Are citations and references properly used to credit others’ ideas and writing?

Writing Quality
Are the writing mechanics well done? Are the following – spelling, punctuation, grammar, capitalization, word agreement, use of possessive – all according to standard usage? Are foreign terms italicized or underlined? Are pages numbered?

Comments:
Guidelines for Writing Papers

Learning to write well is probably the most important skill you can learn at BYU. I personally believe that good writing is key to effective thinking and effective communication, and is probably the single most important factor in ensuring you success in your future work. To that end, I thought it worthwhile to spell out some guidelines for successful papers.

In Political Science, although you find too much bad, jargon-ridden language, our goal is to convey information in a direct and straightforward manner. We do not like padding, redundancy or circling around topics. Think through your topic well, outline your approach and determine your thesis, or central argument. If you have delineated your thesis well, you’ll see that you can tell from the thesis exactly what information you need to include in your paper. If your thesis is muddy, too inclusive or too self-evident, you’ll have trouble deciding how to proceed from that point.

Here are some things to keep in mind as you write. They aren’t in any particular order of importance.

- Make sure your writing is your own work. Give credit when you take words or ideas from others. Learn to use citations correctly. There is a sheet on basic Turabian citation patterns enclosed which gives most of the citations you need for this class. If you’ve learned MLA or another style and are not a pol sci major, don’t panic. Use the system you’re used to and tell me what you’re doing so I don’t grade you down.

- Avoid quotations if anything else is possible. Paraphrase (citing the source) statements unless the original words are so powerful or unique that they convey extra meaning.

- Get your thesis right up front and make sure it is clearly stated in the first page.

- Use sub-headings to organize your paper. Their use cuts out the need to write in transitions.

- Organize your paper so that it flows well from point to point. Again, a well-stated thesis will make this possible. Don’t circle back to previous points.

- Learn to write fluently. Writing should be as natural as speaking, although I find when editing a transcript of a lecture that my speaking has to be cleaned up. Learn to use different sentence patterns; avoid choppy language. One good test is to read your paper out loud. I catch many mistakes when I read out loud that slip by unnoticed if I read silently. If it doesn’t sound right, it probably isn’t good language. Correct it.

- Avoid colloquial language. Aim your writing at the level of a briefing paper for a U.S. senator. Overly formal language can seem stilted, but overly informal language is generally offensive.
• Cut out the jargon (even if you pulled it from some political science text). Be clear, direct, and to-the-point.

• Examples help more than you’d ever think. Use an example to illuminate your specific argument. It brings your paper to life.

• Tell a story. Most of the time, in writing, as in speaking, we are trying to make our point by making sense of a subject or analyzing a set of data. Can you show how all the parts relate?

• “Shun the Passive.” This has become a political science catch phrase. Avoid the passive voice whenever possible. Passive voice hides the actor (“The door was opened”) -- something that is useful every so often when you want to be mysterious or don’t know who the actor is, but highly annoying and misleading in papers. Use active verbs that bring life to your argument. This doesn’t mean that you cannot use the passive, but be selective and use it when necessary only.

• In general, cut out all extraneous words. Bad writing is wordy. Get to the point.

• Learn the rules of grammar and use spell check. There is no excuse for spelling errors these days. I react to typos by subtracting one point a typo when I get annoyed, so watch out. A particular bête noire (pain) of mine is improper use of the possessive. Learn the difference between its and it’s. Use the possessive properly.

• When you get stuck and can’t think of anything to write, corner your roommate or spouse or a friend or even an enemy. Tell them about the problem you’re writing on. Somehow, magically, as you talk about your topic, the ideas will start to flow. Have a piece of paper nearby to catch them before you forget. You’ll pick up on connections and other ideas that you had no idea were in your sub-conscious. Talking helps you think, and if you can think clearly, you can write clearly.

• There are plenty of different ways to write an A paper. Don’t feel like there is a magic template somewhere that you need to follow. Work out your thesis, pay attention to basic standards, muster your information, think logically, write well, and write with fluency and elegance.

I’ve included the evaluation sheet that I use to grade your papers. Take a look at it and get a sense of what I look for when I read your paper. Also read through the grading standards sheet. If you’ve always wondered why one paper gets an A and another paper gets a C, this sheet will tell you.

**Important point. The ability to write well grants you power. As the author, you have the power to structure your argument as you wish, the power to include or exclude data to best present your argument, the power to persuade your audience through your logic, skill, and fluent language. Use this power well.**