Political Science 357-001: Political Systems of the Middle East  
Winter Semester 2011
Instructor: Donna Lee Bowen  
Offices: 734 SWKT (pol sci) & 203 HRCB (MESA) Office Hours: TTH 3-4 in 203 HRCB and by appointment  
Office Phone: 801 422-3409  donna_bowen@byu.edu  
Teaching Assistant: Sarah Hampton  sarahch_1@msn.com

I. Course Information

Required Materials

- 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.
- 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. U.S. involvement in Iraq is contentious and dangerous. Opposition threatens the regime in Saudi Arabia. The conflict between Israel and Palestine commands world headlines. The US strives to extricate itself from the Afghanistan conflict. This class is designed to give students the tools to analyze these situations capably.

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 Middle Eastern politics and the social pressures that underlie political forces, to study several 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 a good part of the class to the study of the conflicts of political legitimacy and Islamic activism. The class is also designed to emphasize critical reading and writing skills and development of analytical and logical writing abilities. 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 many days. Many reading assignments are very short; many are not difficult and entertaining. Nevertheless, this class will require concerted effort to keep up on reading. Many of the assigned articles are short and to-the-point. 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 public feeling which underlies (or opposes) government actions. This makes it critical to stay up on the reading. If it seems that the reading is not being prepared systematically, you may expect spot quizzes on reading and lecture material.

The Critical Requirement: Come to class with each day's assignment prepared. Poor understanding of material is directly related to not doing 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%
Midterm Examinations – 30%
Final Examination – 15%
Evidence of preparation for class, pertinent and cogent discussion, attendance – 5% (including filling out course evaluation)
Course Learning Outcomes

1. 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://kennedy.byu.edu/academic/MESA/MESALearningOutcomesDec06.pdf) [http://fhssadv.byu.edu/Advisement/polisci](http://fhssadv.byu.edu/Advisement/polisci). Each of these goals ties directly into the learning outcomes of the Political Science, International Relations and Middle East Studies/Arabic majors. 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](http://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

Assignment Descriptions

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. If I feel it is needed to aid in your learning the material, I will without announcement introduce quizzes on reading and class material.

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 will tell me that you completed the assignment while you bring the paper copy to 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. 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.
## III. Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading and Film Assignments</th>
<th>Quizzes, Exams, etc.</th>
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<tbody>
<tr>
<td>1/4</td>
<td>Introduction to course: What's happening and why are things the way they are?</td>
<td>MacFarquhar, Chapter 1</td>
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<tr>
<td>1/13</td>
<td>Lecture 4: Colonialism and State Formation</td>
<td>Michael Gasper, “The Making of the Modern Middle East,” (packet) pp 1-38 Discuss <em>Lawrence of Arabia</em></td>
<td>Complete watching <em>Lawrence of Arabia</em></td>
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<tr>
<td>1/20</td>
<td>Lecture 6: Ideologies and Nationalism</td>
<td>Bill and Springborg 2 (minus pp. 31 - 47); Discuss <em>Battle of Algiers</em></td>
<td>Complete watching <em>Battle of Algiers</em></td>
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<td>1/25</td>
<td>Lecture 7: Islam and Political Islam</td>
<td>Bill and Springborg pp. 31- 47; MacFarquhar chapter 6 “Fatwa”</td>
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<tr>
<td>Date</td>
<td>Lecture/Note</td>
<td>Reading/Notes</td>
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<tr>
<td>1/27</td>
<td>Lecture 8: Islamists and Governance</td>
<td>Brown, Hamzawy, Ottaway, “Islamist movements and democratization, exploring the gray areas,” Amr Hamzawy, “The Key to Arab Reform: Moderate Islamists.” MacFarquhar chapter 12 &quot;Muslim Brotherhood&quot;</td>
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<td>2/8</td>
<td>Lecture 11: Patrimonialism: The Tribal and Religious Paradigm</td>
<td>Bill and Springborg 4; MacFarquhar chapter 11 &quot;Working in Isolation&quot; Watch: Saudi Arabia: The Kingdom in HBLL LRC (57 minutes)</td>
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<tr>
<td>2/15</td>
<td>Lecture 13: Syrian Patrimonial System</td>
<td>MacFarquhar chapter 13 &quot;Arrested Development&quot;</td>
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<td>2/22</td>
<td>Presidents Day</td>
<td>No class (Monday Class Instruction)</td>
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<td>3/1</td>
<td>Lecture 16:</td>
<td>Bill and Springborg 204-221; MacFarquhar Chapter</td>
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<td>Date</td>
<td>Lecture</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<td>3/8</td>
<td>Lecture 18: Bureaucracies, Security forces and HR</td>
<td>MacFarquhar chapters 8 and 9 &quot;Police States” and &quot;Above the Law&quot;</td>
<td>Midterm 2 in Testing Center 3/7-9</td>
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<tr>
<td>3/10</td>
<td>Lecture 19: Israeli and Palestinian Demographics and hopes for settlement</td>
<td>Bill and Springborg 7, pp, 223-54</td>
<td>- Watch films: &quot;Promises&quot; and &quot;Occupation 101&quot; (HBLL LRC, Netflix, Google video)</td>
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<tr>
<td>3/15</td>
<td>Lecture 20: Final Status Issues</td>
<td>Bill and Springborg, 254-284</td>
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<tr>
<td>3/17</td>
<td>Lecture 21: Settlers and the National Religious Jews</td>
<td>Nicolas Pelham, “Israel’s Religious Right and the Peace Process” Middle East Reports, October 12, 2009</td>
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<tr>
<td>3/22</td>
<td>Lecture 22: US Foreign Policy</td>
<td>Mearsheimer and Walt “The Israel Lobby”</td>
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<td>3/24</td>
<td>Lecture 23: Anxiety and Oil</td>
<td>Juan Cole, Engaging the Muslim World, Intro, chapters 1 &amp; 2</td>
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<td>3/29</td>
<td>Lecture 24: Saudi Arabia</td>
<td>Juan Cole, Engaging the Muslim World, chapter 3</td>
<td>-</td>
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<tr>
<td>3/31</td>
<td>Lecture 25: Iraq</td>
<td>Juan Cole, Engaging the Muslim World, chapter 4</td>
<td>-</td>
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<tr>
<td>4/5</td>
<td>Lecture 26: Afghanistan and Pakistan</td>
<td>Juan Cole, Engaging the Muslim World, chapter 5</td>
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<tr>
<td>4/7</td>
<td>Lecture 27: Lebanon</td>
<td>Juan Cole, Engaging the Muslim World, chapter 6, Lara Deeb, “Hizballah: A Primer”</td>
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<tr>
<td>4/12</td>
<td>Lecture 28: What’s the Bottom Line?</td>
<td>Juan Cole, Engaging the Muslim World, Conclusion; MacFarquhar “Epilogue”</td>
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<td>4/19</td>
<td>SWKT: 280 (7:00am - 10:00am)</td>
<td>Final Exam -- Will take all three hours.</td>
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IV. Library Information

Library Information

Name: Brian Champion
Office: 1225 HBLL
Phone number: 422-5862
E-mail: 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.
Due Dates: Writing Assignments Winter 2011 Semester

These 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 January 11: relation of political and human development
2. Due January 20: colonialism and state formation
3. Due January 28: political Islam
4. Due February 4: vertical and horizontal cleavages
5. Due February 11: patrimonial leadership
6. Due March 3: elections
7. Due March 14: human rights
8. Due March 22: Israel and Palestine
9. Due March 29: Islam Anxiety
10. Due April 5: For much of the semester, newspaper articles have referred to cleavages and elements of informal politics as key factors in Middle Eastern political events. Use three examples from your New York Times reading (which may be from any countries in the MENA region) to discuss how principles learned in class explain current politics in the Middle East.
11. Due April 12: What do Middle Easterners want?

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 Michael White 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
- 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.