This class is first and foremost a capstone seminar which culminates in writing a professional research paper of sufficient quality to satisfy the major’s and BYU’s writing requirements. The subject matter of this seminar focuses on Iraq in all its contemporary complexity before and following the US defeat of the regime of Saddam Hussein and Iraqi efforts at state-building. Understanding this situation, as is the case with so many international conflicts, necessitates mastering a wealth of material and methodological approaches related to political science: history, international relations, ethnic cleavages and conflict, religious schisms, and US foreign policy. Some students are Middle East Studies/Arabic majors and will use their Arabic language skills in research.

Goals for the class include

- Develop research, organization, analysis and writing skills sufficient to write a substantial research paper.
- Understand and be able to explain the situation in Iraq from both an Iraqi and a US perspective.
- Present your research in a professional manner.
- Master scholarly interaction in a community of scholars.

One goal of this course is to work through the research, evaluation, presentation and writing process of producing a fluently written, thoughtful and analytical research paper. An equally important goal is to master a subject (here the current situation in Iraq) in depth and to learn enough to ask and answer critical questions about it – addressing issues with curiosity and understanding. This is meant to be a demanding course with high-level readings and professional writing. You should expect to read the equivalent of a book a week between class assignments and your research. You will combine substantive reading assignments with paper research and writing. Punctuality and preparation are necessary as are critical reading and fluent writing skills. Please adjust your schedule so you devote due attention to this class. If you do, you will find it to be one of your most fulfilling experiences at university and, I hope, a model for professional experience.

What is a seminar? While classes often follow a lecture format and may employ student discussion, seminars are conducted differently. Students and professor work together to master a topic. Students, not only the professor, are responsible for presentation of readings and analysis of data from a number of different standpoints. Seminar papers are presented and critiqued by the entire group. While students each write a substantial research paper which integrates all the skills they have developed at university, the group shares a strong research experience in aiding all individuals to achieve this goal.

Reading: We will begin by reading and discussing the basics of Iraqi history and political
culture. In terms of the situation in Iraq as it unfolds, we are dependent upon journalism and the media. Journalists write the first draft of history, and we will emphasize methods to read and critique their work. Following the international news on the Middle East and on U.S. policy is essential for this class. Read the New York Times diligently – you will need a hard copy – not on line – and stay abreast of other news. We will read blogs, newspapers, academic journals, magazines, and internet – everything possible. We’ll circulate material of great interest among the class and discuss them in class.

**Required:**

§ Riverbed, Baghdad Burning, The Feminist Press at CYNY, 2005  

**Optional:**


**Grading:**

- Paper 75% (See Paper Guidelines for details)  
- Research design 5%  
- Substantive outline 15%  
- Polished draft 15%  
- Final paper 35%  
- Class presentation 5%

ARP Responses to Class Readings 25%

Participation, attendance and evaluation are important. I will deduct points from your total score for lack of each.

For MESA Students: Graduation Portfolio 1% will be deducted if not handed in by April 2. It may be emailed to me (and Professor Toronto) at any point before that and the capstone paper emailed to Professor Toronto at the end of the semester. If Arabic sources are not completed by March 25, 2% will be deducted from your final paper score.

If you run into problems with illness or family concerns, notify me immediately. No late work will be accepted so if you need an accommodation, you will need to arrange it asap.

**Written responses to class reading assignments:** This category is worth 25% of your grade. For each class, an Analytical Response Paper (ARP) of no more than half a page single-spaced of written response for each assigned reading (each starred chapter and article) is due before class to Prof Bowen by email (donna_bowen@byu.edu). ARPs will be graded pass or fail.
Each Analytical Response Paper (ARP) includes

1. A very brief summary of the article or chapter focusing on the major purpose of the chapter.
2. Two major concepts, principles, arguments, theories found in the reading.
3. Significance of each article/chapter in light of the other readings we have done or in light of the current situation (which we follow in the New York Times and through our readings)

The ARPs should not be long, but must show that you have an understanding of the material. These written summaries will be the basis of student-led discussion on readings so include in the summary what will help you explain the reading in class. Base the summary on the notes you take on each reading. Grades for student presentation of each reading will be included in the written “response to class readings” – 25% of your class grade.

Note that some classes have up to 5 ARPs due. Some have only 1 or none. Work ahead so that you don’t miss handing in the ARPs on time.

Seminar Format: For every class, at least one student will be called on to introduce and summarize readings assigned for that class. Be ready to summarize and to analyze and to react to each reading. I will not be summarizing the reading for you. Students will lead each discussion.

When summarizing readings in class you should begin with the title, publication reference if suitable, and author, then 1. State the major point and briefly summarize the reading. 2. Delineate two major arguments. 3. Explain why this reading is significant. Other comments on the readings are welcome; the rest of the class will add their takes on the readings when you finish.

If you fall ill and cannot present as scheduled, it is your responsibility to trade with another student. Email me and let me know of the substitution. If you do not make arrangements and don’t show, you will lose a huge amount of points equivalent to 1/5 of the ARP grade.

No late ARPS will be accepted. All writing assignments are due at the beginning of class. Please keep in touch with me if you become ill or run into other problems.

Tips for research in Arabic for MESA majors:
1. Sign up for Capstone Arabic class with Kirk Belnap
2. The easiest method I have found for research is to Use Google's Language tools. go to Google Translated Search http://www.google.com/translate_s?hl=en

1 - Type in your phrase in English - Google will translate the words into Arabic,
2 - Then select Arabic for the language of the pages you want to search.
3 - click Search - The results will appear on the left in the English translation and on the right in the original Arabic.
All the same truncation symbols apply, quotes for exact phrase etc.
You can quickly browse in English for topic relevance, then do your own more detailed translation of the page once you have found it. Hope this helps.

**MESA majors must submit their Graduation Portfolio (all but capstone paper) to Professor Toronto by April 2 if they wish points. You may email him your capstone paper when you complete your final draft.**

**Learning Outcomes:**

The Political Science, International Relations, and MESA programs have posted learning outcomes and assessment on their web pages.

The capstone seminar and paper tie directly into the learning outcomes of these 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)) for political science.

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 strive in this course to indirectly address 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.”

The Political Science Department has posted its learning outcomes as well as measures of the performance of students of BYU students generally and political science majors specifically at the Political Science Department website (politicalscience.byu.edu, under the student resources tab. MESA students can refer to [http://kennedy.byu.edu/academic/MESA/MESALearningOutcomesDec06.pdf](http://kennedy.byu.edu/academic/MESA/MESALearningOutcomesDec06.pdf) or [https://learningoutcomes.byu.edu/wiki/index.php/Middle_East_Studies_Arabic_BA](https://learningoutcomes.byu.edu/wiki/index.php/Middle_East_Studies_Arabic_BA)

**Plagiarism:**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at [http://honorcode.byu.edu/content/academic-honesty-details](http://honorcode.byu.edu/content/academic-honesty-details).

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*.

**Discrimination:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receive 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 Opportunities Office at 422-5895 or 801 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

**Disabilities:** BYU is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (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. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB.
Iraq Capstone Reading Schedule (this schedule is provisional and will undergo changes – so be ready for revisions):

**Part I: Research and Seminar papers**
Jan 8  Introduction to course
Jan 10  **Research, methods, analysis**

**Part II. A Brief Outline of the Situation: A History of Iraq, Iraq’s Governments and Iraq’s Wars**
Jan 15  **Analysis of the Problems generated by the Iraqi War.**
        Victoria Fontan, *Voices from Post-Saddam Iraq*, chapter 1* (Learning Suite)
        (Suggestion: Run paper topics past Prof Bowen informally.)

Jan 17  **Iraq History and Identity.**
        Gareth Stansfield, *Iraq, Intro*, chapter 1, 2.*
        **Map Quiz on Middle East** – countries and capitals,
        **Turn in Research Designs due at beginning of class.**

Jan 22  **Research Designs**
        Present and critique Research Designs in class;

Jan 24  **Saddam Takes Over.**
        Stansfield, chapter 3,*
        Watch “The Mind of Saddam Hussein”* in the LRC
        Watch “Survival of Saddam Hussein” in class”

Jan 29  **The Saddam Hussein Regime.**
        Stansfield, chapter 4*, 5*, 6*
        Economist, “Saddam Hussein, the blundering dictator;”
        Adeed Dawisha, “Identity and Political Survival in Saddam’s Iraq,”* Middle East Journal, 53:4 (both on Learning Suite);
        Optional: Kanan Makiya, *Republic of Fear*, chapter 1 and 2
        **Map quiz on Iraq.**

Jan 31  **Should this War be fought?**
        Stansfield, chapter 7,*
Jean-Marie Colombani, “We Are All Americans,” Le Monde, Sept 12, 2001; Jean-Marie Colombani, “Are We Still ‘All American’?” Wall Street Journal March 13, 2004; Not All Americans Now, Times Online, September 6, 2006 (all three articles are found in file “Not all Americans Now” in Learning Suite);* (one arp for all three)

John Mearsheimer, “Hans Morgenthau and the Iraq War: Realism versus Neo-Conservatism.”* 

Feb 5 

**The US Democratizing Mission:**
Stansfield, conclusion and epilogue (one arp for both)*
Garth Stansfield, “The Transition to Democracy in Iraq,”* 
Larry Diamond, “Lessons from Iraq,”* Journal of Democracy 16:1 (Jan 2005) (both in Learning Suite);

February 7 

**Things Fall Apart:**

Feb 12 

**The Surge:**
Or if you prefer to read Ricks, The Gamble, let Professor Bowen know.

Feb 14 

**Iraq from an Iraqi Perspective**
Work on Lit Reviews.
Riverbend, Baghdad Burning. Foreword, pp 1-82.*

Feb 19 

Monday Instruction

Feb 21 

**Substantial outline due at beginning of class**

Feb 26 

Riverbend 177-end*. 
Part III. Career
Feb 28 Clayton Christensen, *How Will You Measure Your Life?* pp. 1-75* (arp due on each chapter -- 4 arps.)

March 5 Christensen, pp. 77-173 (arp due on each chapter -- 5 arps)

Part IV. Insurgency and Winning Hearts
March 7 State Collapse and Rise of Identity Politics
David Kilkullen, “28 Articles”; George Packer, “Knowing the Enemy.”* (all on Learning Suite).


Part V. The New Iraqi State
March 14 Oil and Federalism.
Michael Ross, “Does Oil Hinder Democracy?” World Politics 53:3, April 2001;
Joost Hiltermann, Sean Kane, Raad Alkadiri, “Iraq's Federalism Quandary,”* The National Interest, 28 Feb 2012 (Mar-Apr Issue)
or on International Crisis Group Website

March 19 Polished Draft due at beginning of class. Bring three copies for peer review.

March 21 The Executive Takes Power.
What’s up now? International Crisis Group, “Failing Oversight: Iraq’s Unchecked Government”*

Class Oral Presentations: March 26, 28, April 2, 4, 9.

April 11 Increased Violence and Unresponsive Government.

April 16 Final Papers due at beginning of class. Christensen, pp. 175-206.

Paper Writing Schedule.
  Research Designs due at beginning of class: January 22, 2013
  Substantive Outline due at beginning of class: February 21, 2013
  Polished draft due at beginning of class (bring 3 copies): March 19, 2013
  Final paper due at beginning of class: April 16, 2013