

POLITICS OF MIDDLE EAST
(POLSC 624, TU 1:05-2:20 pm, Burt 114)

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Office Hours:
Thursday: 10:00-Noon
or by appointment

Course Description

This course provides a review of the comparative politics of Middle East. Throughout the course we will discuss the domestic politics of the Arab Middle East and the three non-Arabic nations, -Turkey, Iran and Israel. The course is divided in two parts. In the first part, we will focus on background information, including nation-state formation, institutions, Political Islam, the political economy of oil, Arab-Israeli conflict, authoritarianism, democratization, and political participation. We will not be able to discuss the political processes in every country in detail, but we will cover the common themes across the region. In the second part, we will discuss current events including the Arab Spring, the Syrian civil war, Iraq and the Islamic State, and finally the Israeli-Palestinian conflict. The second part will be student driven and it will involve discussions, student participation, and presentations.

The goals of this class are twofold. First, it aims to equip you with a better understanding of the region with its diverse social, political and economic features. You are expected to become more knowledgeable about the internal dynamics of the Middle East politics with the completion of this course. Second, the class will help you to follow and understand the current events. Achievement of both goals will help you to become critical citizens who are able to assess the US foreign policy in the region. *It should be noted that this course focuses on the comparative politics of the region. The international politics of Middle East is the subject matter of another course which will be offered in Spring 2015.*

K-State Online

The course can be accessed through K-State online. I have not made the transition to the new K-state online tool: CANVAS. You will have to log in to K-State online classic to access the course and to keep up with the changes to the class schedule.

Reading Requirements

There is one required textbook for this course.

The Middle East, Ellen Lust (ed.), CQ Press, 2011, 12^h or 13th edition

The textbook is available at the K-State Bookstore. You may also purchase your book online. In addition to the main textbook, there will be additional readings (book chapters or articles) during some weeks. These readings will be available online. I strongly recommend you follow the Middle East section of newspapers, reports from prominent think-tanks, and online portals about the region. My recommended resources can be found on K-State online. *Other reading material for the course will be available through the online course or K-State libraries.*

Structure and Student Responsibilities

Readings, participation (15%) and attendance (5%): It is imperative that you attend class and complete the assigned readings in a timely manner. Attendance will be regularly taken and it is worth 5% of the overall grade. Another 15% will be assigned based on your participation in the class discussions. There are certain rules that each student needs to follow in participation. First, your questions and comments need

to be related to the assigned readings and the topic that is covered in class. Second, it needs to be meaningful and make a valid point. Questions like “So, professor, what is going on here?”, “When are we going to eat pizza?” or comments like “I think this is really important and interesting” do not count. Act smart, and show me that you have read the material and thought about it. Not all of you may be comfortable talking in front of a group or there may not be enough time for everybody’s contribution. For that reason, the course website will have a discussion board where you can post your comments about the assigned readings or class discussion. *This needs to be done the same day the class discussion takes place.*

Quizzes (20%): There will be 5 quizzes in the first half of the class. The quizzes will cover the assigned readings and the lecture notes. There will be multiple choice and short answer questions in these tests. The quiz with the lowest score will be dropped. Each quiz is worth 5% of the overall grade.

Final Exam (25%): The final exam will be cumulative. There will be multiple choice, short essay, and short answer questions in the exam. You will be responsible from all material covered and are expected to have a good knowledge of the political systems, concepts and topics covered in the class. The final exam constitutes 25% of your overall grade.

Presentation(15%) and Paper (20%): In the second part of the course, you will be asked to present a topic and write a paper about the assigned readings and the class discussion. These readings will be about the current events. Each **paper** will be 3-4 pages long (maximum), typed in word with 10-12 font size. The papers will summarize the main argument of the readings and the points made in class discussion and include your own comments. A good reaction paper applies the knowledge gained in the readings to the current events. The reaction papers will be due one day before the related class session at 5:00 pm in the dropbox (no email attachments please). Absolutely no late submissions!

The **presentation** will be about 15-20 minutes and followed by the class discussion. It is the presenter(s) responsibility to generate a lively discussion and engage the students to participate. You may facilitate the discussion by providing some questions, doing a group activity, playing games, simulating an environment, or showing a video about your topic. Those who participate, will be earning participation points. I will watch and record your participation every day and let you know if you need more points.

Extra Credit (Maximum 5%): Extra credit is possible, but it can be done for a maximum of 5%. For extra credit, you will be asked to provide a summary of a scholarly article. Each summary is worth 2.5% of your overall grade.

Academic Honesty/ Accommodations for Students with Disabilities

Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor & Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

If you are in doubt, please ask. A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation. For more information, visit the Honor & Integrity System home web page at: <http://www.k-state.edu/honor/>

Any student with a disability that needs a classroom accommodation, access to technology or other assistance in this course should contact Disability Support Services and/or their instructor.

If you need technical help, contact the K-State IT Help Desk at:

Phone: 785-532-7722 or toll free 1-800-865-6143

Email: helpdesk@k-state.edu

Grading

Letter grades for the course will be assigned along the following scale:

A: 90% or greater

B: 80-89%

C: 70-79%

D: 60-69%

F: Below 60%

Graduate Student Track

All rules apply to the graduate students. However, graduate students are required to write a research paper in place of the term paper. I expect students to write a well-researched graduate paper using quantitative methods. Your paper should have a clear research question, a good literature review, a strong theoretical section, methods and data analysis, and the results. Your paper should be 20-25 pages long and should be written according to academic standards. If this is your first year in the graduate program and if you need help, let me know in advance. The grading criteria for graduate students are as follows:

Participation and attendance (15%)

Quizzes (20%)

Final Exam (20%)

Presentation (15%)

Research Paper (30%)

COURSE SCHEDULE

Note: The assigned readings can be found in the “Readings” folder or/and on K-State online.

PART 1: Foundations of Middle East Politics

Week and Date	Topic	Readings
Week 1		
August 26-28	Introduction No CLASS on Thursday: APSA Meeting	Read the Syllabus
Week 2		
September 2	Middle of Where, East of What, Who Lives There?	Held and Cummings, “The People and Cultures of the Middle East,” 13-30 (K).
September 4	The Making of the Middle East: Early Origins	Lust, Chapter 1 (M. Gasper, The Making of the Modern Middle East, pp. 1-25); pp. 1-26 in 13th ed.
Week 3:		
September 9	The Making of the Middle East: Early Origins	Lust, Chapter 1 (M. Gasper, The Making of the Modern Middle East, pp. 25-64); <i>pp. 27-72 in 13th ed.</i>
September 11	**Quiz 1 Documentary/current events	<i>Readings of Week 2 and Week 3</i>
Week 4		
September 16-18	Arab-Israeli Wars Palestine-Israel	Lust, Chapter 6 (M. Tessler, The Israeli-Palestinian Conflict, pp. 238-313); ch. 7, pp. 287-366 in 13th ed
Week 5		
September 23-25	Institutions and Governance	Lust, chapter 4 (E. Lust, Institutions and Governance, pp.143-192); <i>ch. 3, pp. 1077-160 in 13th ed.</i>
September 25	**Quiz 2	<i>Readings of Week 4</i>
Week 6		
September 30	Political Economy of the Middle East	Lust, Chapter 2 (Moghadem and Decker, Social Change in the Middle East, pp. 65-88); pp. 73-98 in 13th ed
October 2	Social Change in the Middle East	Lust, Chapter 3 (M. Cammett, The Political Economy of Development. 99-142); ch. 4, p. 161-208 in 13th ed
October 2	**Quiz 3	<i>Readings of Week 5</i>
Week 7		
October 7-9	Public Opinion and Participation	Lust, Chapter 5 (Amaney Jamal, Actors, Public Opinion, and Participation, pp. 193-237); ch. 6, p. 246-286 in 13th
October 9	**Quiz 4	<i>Readings of Week 6</i>
October 14	**Quiz 5	<i>Readings of Week 7</i>

PART 2: Current Events (Student Presentations)

Week and Date	Topic	Readings
Week 8: The Arab Spring-I		
October 14	**Quiz 5	<i>Readings of Week 7</i>
October 14	The Causes and Consequences of the Arab Spring	<ul style="list-style-type: none"> Ajami, Fouad. "The Arab Spring at One: A Year of Living Dangerously." <i>Foreign Affairs</i> 91, no. 2 (2012): 56-65. Filali-Ansary, Abdou. "The Languages of the Arab Revolutions." <i>Journal of Democracy</i> 23, no. 2 (2012): 5-18
October 16	Social media and the Arab Spring	<ul style="list-style-type: none"> Alterman, Jon B. "The Revolution Will Not Be Tweeted." <i>Washington Quarterly</i> 34, no. 4 (2011): 103-116. Howard, P. N., Duffy, A., Freelon, D., Hussain, M., Mari, W., & Mazaid, M. (2011). Opening closed regimes: what was the role of social media during the Arab Spring?
Week 9: The Arab Spring-II		
October 21	Protest in Other Countries	<ul style="list-style-type: none"> Benhabib, S. (2014). The new legitimization crises of Arab states and Turkey. <i>Philosophy & Social Criticism</i>, 40(4-5), 349-358. Al-Rasheed, Madawi. "No Saudi Spring: Anatomy of a Failed Revolution." <i>Boston Review</i> 37:2 (2012): 32-39
October 23	Islam and Religion after the Arab Spring	<ul style="list-style-type: none"> Anani, Khalil and Maszlee Malik. "Pious Way to Politics: The Rise of Political Salafism in Post-Mubarak Egypt." <i>Digest of Middle East Politics</i> 22, no.1: 57-73 Stepan, A., & Linz, J. J. (2013). Democratization Theory and the "Arab Spring". <i>Journal of Democracy</i>, 24(2), 15-30. Rethinking Islamist Politics, POMEPS STUDIES, No: 6, available at: http://pomeps.org/wp-content/uploads/2014/02/POMEPS_BriefBooklet24_Rethinking_web.pdf
Week 10: Iraq and Syria-I		
October 28	What is going on in Syria?	<ul style="list-style-type: none"> Fred H. Lawson, "Syria's Intervention in the Lebanese Civil War, 1976: A Domestic Conflict Explanation," <i>International Organization</i> Vol. 38, No. 3 (Summer, 1984), pp. 451-480. The Political Science of Syria's War, POMEPS Studies, No: 5, Available at: http://pomeps.org/wp-content/uploads/2013/12/POMEPS_BriefBooklet22_PoliSciSyria_Web.pdf
October 30	What is going on around Syria?	<ul style="list-style-type: none"> Ayoob, Mohammed. "The Arab Spring: Its Geostrategic Significance." <i>Middle East Policy</i> 19, no.3 (2012): 84-98. Kemal Kirişci, 2014, Syrian Refugees and Turkey's Challenges: Going beyond Hospitality, available at: http://www.brookings.edu/~media/research/files/reports/2014/05/12%20turkey%20syrian%20refugees%20kiris ci/syrian%20refugees%20and%20turkeys%20challenges%20may%2014%202014

Week 11: Iraq and Syria-II		
November 4	Future of Iraq?	<ul style="list-style-type: none"> • Iraq between Maliki and the Islamic State, POMEPS Briefing, No: 24, available at http://pomeps.org/wp-content/uploads/2014/07/POMEPS_BriefBooklet24_Iraq_Web.pdf • Ottaway, M., & Ottaway, D. (2014). How the Kurds Got Their Way: Economic Cooperation and the Middle East's New Borders. <i>Foreign Affairs</i>, 93(3), 139-148.
November 6	ISIS and Foreign Fighters	<ul style="list-style-type: none"> • Gianluca Mezzofiore, ISIS in Iraq and Syria: The Nationalities of the Islamic Jihad's Foreign Legion, available at http://www.ibtimes.co.uk/isis-iraq-syria-nationalities-islamic-jihads-foreign-legion-1453093 • Richard Barret, Foreign Fighters in Syria, Soufan Group, 2014, available at http://soufangroup.com/wp-content/uploads/2014/06/TSG-Foreign-Fighters-in-Syria.pdf
Week 12: From Al-Qaeda to ISIS		
November 11	Jihadis and Terrorist Organizations	<ul style="list-style-type: none"> • Hegghammer, T. (2013). Should I Stay or Should I Go? Explaining Variation in Western Jihadists' Choice between Domestic and Foreign Fighting. <i>American Political Science Review</i>, 107(01), 1-15. • Moghadam, A. (2009). Motives for martyrdom: Al-Qaida, Salafi Jihad, and the spread of suicide attacks. <i>International Security</i>, 33(3), 46-78. • Mehmet Orhan, Al-Qaeda: Analysis of the Emergence, Radicalism, and Violence of a Jihadist Action Group in Turkey, <i>Turkish Studies</i> Vol. 11, No. 2, 143–161, June 2010
November 13	Review: What did we learn?	Review your notes and the readings
Week 13: Movie Week		
November 18	Marmoulak (The Lizard)-Part I	Post your comments to discussion board by 5:00 pm for participation points
November 20	Marmoulak (The Lizard)-Part II	Post your comments to discussion board by 5:00 pm for participation points
Week 14: Student Holiday		
November 25-27	NO CLASS	Enjoy Your Break
Week 15: Israel-Palestine and Anti-Americanism		
December 2	Palestine-Israel-I	<ul style="list-style-type: none"> • Israel's New Politics and the Fate of Palestine Eldar, Akiva <i>The National Interest</i>; Jul/Aug 2012; 120. • Peleg, I., & Scham, P. (2010). Historical Breakthroughs in Arab-Israeli Negotiations: Lessons for the Future. <i>The Middle East Journal</i>, 64(2), 215-233. • International Crisis Group, Policy Briefing no 49, Gaza and Israel: New Obstacles, New Solutions, available at http://www.crisisgroup.org/~media/Files/Middle%20East%20North%20Africa/Israel%20Palestine/b039-gaza-and-israel-new-obstacles-new-solutions.pdf

December 4	Anti-Americanism in the Middle East	<ul style="list-style-type: none"> • Jamal, A. A., & Lynch, M. (2013). Can Washington Win over the Arab Street: The Sources of Middle Eastern anti-Americanism. <i>Foreign Aff.</i>, 92, 152. • Bush, S., & Jamal, A. (2013). Anti-Americanism, Authoritarian Politics, and Attitudes about Women's Representation: Evidence from a Survey Experiment in Jordan.
Week 16: Documentary and Review		
December 9-11	TBA	TBA

Student Presentations and Papers

Student presentations should provide a summary of the assigned readings and based on these readings provide a fresh perspective by reporting updates about the issue that is being discussed. For example, if you are presenting the Israeli-Palestinian conflict, you should provide an update about the most recent developments during your presentation. Each presentation should be precise and last about 15-20 minutes. Once the presentation is complete, the presenter should start a class discussion about the assigned topic. Here are some ideas for engaging the students:

- Discussion questions
- Group Activity
- Playing a game
- Showing a video and discussing the contents
- Small-scale role playing or simulation (e.g. assign groups to different roles within a pre-formatted rubric)
- Or any other creative activity

Papers should discuss the assigned readings, incorporate insights from the class discussion and updated events, and include your own comments. It is recommended that you use additional scholarly work (one or two additional articles to support your argument). Your paper should provide an "argument" while providing a summary of the readings and the class discussion. Papers written around a theme or a problem are much better than papers that only try to summarize without an analytical narrative. Your paper should be 3-4 pages maximum with proper citations, typed in word (10-12 font), and have reasonable margins. The papers are due one day before your presentation at 5:00 pm in the dropbox.