



Political Science

University of Colorado at Boulder

"Let me tell you something that we Israelis have against Moses. He took us 40 years through the desert in order to bring us to the one spot in the Middle East that has no oil!"

-Israeli PM Golda Meir



PSCI 4242/Middle East Politics

Fall 2019

Instructor: Dr. Gregory D. Young

Office: [Ketchum Hall](#) Room 212

E-mail: gyoung@colorado.edu (Primary contact method)

Teaching Assistant: None

Course Time and Location

Mondays, Wednesdays & Fridays:

1:00-1:50pm, [Hellums 241](#)

Professor's Office Hours

Mondays & Wednesdays:

11:00-12:15pm or Tuesdays by appt.

COURSE LINKS

- [Schedule for Current Event Presentations](#)
- [Schedule and Links to Course Reading Summaries](#)
- [Middle East Reading List](#)
- [Link to Potential Midterm Questions](#)

- [Midterm Grading Statistical Summary](#)
- [Link to Weekly Thought Questions](#)
- [Link to Final Exam Essay Study Guide](#)
- [Link to Power Points](#)
- [Debate Rules and Procedures](#)
- [Debate Teams](#)
- **Direct URL to this syllabus:**
http://spot.colorado.edu/~gyoung/home/4242/4242_syl.htm

COURSE OBJECTIVES AND DESCRIPTION

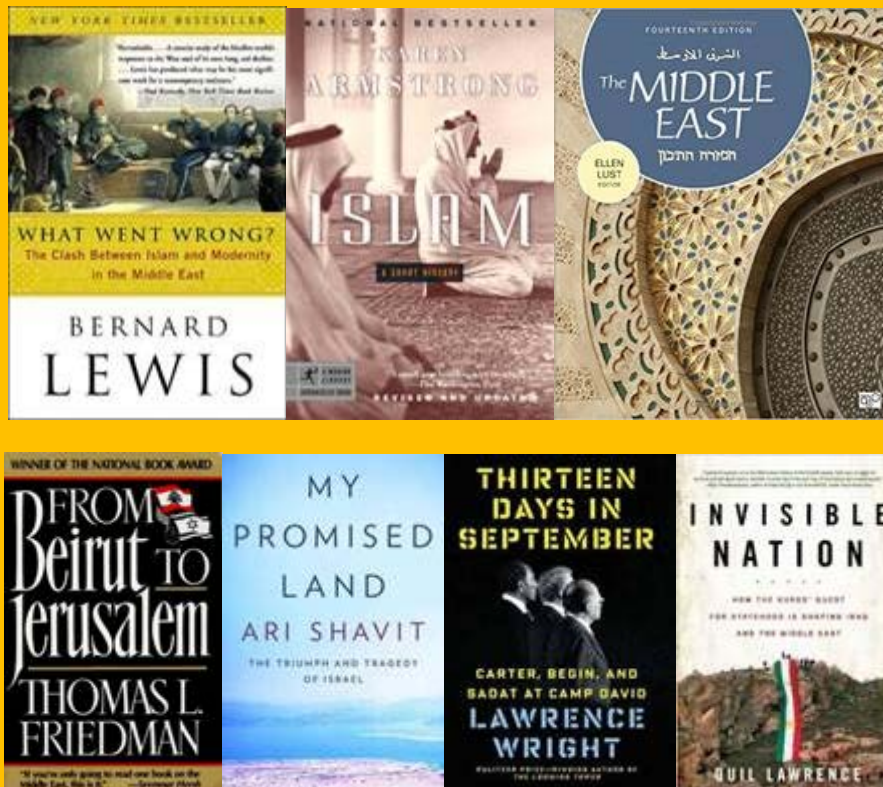
This introductory course is designed to give the student a broad overview of conflict in the Middle East Region. No single semester is sufficient to trace or attempt to examine all of the conflicts or their root causes. Scholars also have a difficult time defining what might be the boundaries of any region entitled the “Middle East. Given that the Arab – Israeli question often sits at the center of any conflict, even those which involve neither Arabs nor Israelis, that conflict shall be the focus of this course. Using a historical approach, this course will examine the conflict from religious, historical, geopolitical and theoretical perspectives.

This course focuses on evolution of contemporary politics and economics. The subject is divided into four parts:

1. The study of Islam and its context
2. Islam versus the West, myth or reality?
3. History and evolution of the Arab/Israeli conflict
4. Shifting conflict, Arab Spring, Turkey and ISIL (*Daesh*)

Throughout the course, special attention is given to sources and transformations of power, population dynamics and migration, resources and energy, as well as implications of technological change.

REQUIRED READINGS



We will be using excerpts of the following books are also available for purchase online:

- Bernard Lewis, *What Went Wrong? Western Impact and Middle Eastern Response*. Oxford University Press,

2002, ISBN: 0195144201.

- Payind & McCimans, *Keys to Understanding the Middle East*. Creative Commons an Open Educational Resource, 2001.
- Ellen Lust Ed. (2017), *The Middle East, 14th ed.* Thousand Oaks CA, Sage Pub.,
- Thomas Friedman, *From Beirut to Jerusalem*. Farrar, Straus & Giroux Pub., 1991, ISBN: 0374158959
- Geraldine Brooks, *Nine Parts of Desire: The Hidden World of Islamic Women*. Anchor Books, 1995, ISBN: 038547577
- Lawrence Wright, *Thirteen Days in October: Carter, Begin, and Sadat at Camp David*, Alfred Knopf Pub, 2014
- Ari Shavit, *My Promised Land*, Spiegel and Grau Pub. 2013
- Quil Lawrence, *Invisible Nation: How the Kurds quest for statehood is shaping Iraq and the Middle East*, Walker & Co. Pub., 2009



All of these course readings (plus other required articles and a World Atlas) are available online at a site to which all students may subscribe: <http://aatw.me>. This site, America and the World (AATW), provides both distribution and reference for this course, and also provides copyright payment for most of the articles/chapters that you are required to read. Access to this web service can be purchased for \$49.95. How to subscribe will be explained in detail on the first day in class. The readings for this course interdisciplinary; they include works from political science, history, economics, and geography. All of the readings are required. Additional readings may be linked to this syllabus.

COURSE REQUIREMENTS

Readings, Attendance and Class Participation

It is essential that students attend every class on time. Regular attendance and active participation in class discussion will enhance your understanding of the course material and almost certainly improve your performance on the mid-term and final exams, which are together worth 50% of the course grade. Attendance is also a large portion of your 10% participation grade. Excused absences only require notification of the professor in advance via email. Five unexcused absences will facilitate the student failing the course. In this semester, the required readings range from 100 to 150 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period.

Mid-Term and Final Exams

The mid-term exam will be held on **Friday, October 18th** in the usual class meeting times. The final exam will be **Tuesday, December 17th** at 4:30 until 7:00pm. Students must write the final exam in order to pass the course. Blue books should be purchased by each student and brought in the class period prior to the midterm; 8.5x11 Blue books are preferred. Do not put your name on your Blue book as they will be redistributed. Make-up exams will not be given unless the instructor has been notified in advance or a doctor's note is provided. Both examinations will be short answer and essay in format.

Reading Summary

Each student in the class will sign up for a section or chapter of the course reading. For each section of the reading, one to two students will summarize the readings due in class that day. In a 1-2 page outline/synopsis of each assigned article/chapter, the designated student(s) will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include (at the end) an answer to the "so what?" question, in other words, why should one read it when studying the Middle East. The Summary is due by midnight the day before that reading is discussed in class; the students will submit an electronic copy (email attachment in WORD) that the instructor will post on the web for the review of your classmates. A paper copy will be turned in at class time. These summaries will be graded pass/fail and are 5% of your final grade. Late Reading Summaries will be docked 10% per class day up to 50%.

Current Events

In addition, one to two students will present a current event orally to the class each day. The presentation should be no

more than five minutes in length. The current event must relate to conflict or politics in the Middle East. The source should be from a respected news source, be less than one week old and pertain in some way to one or more international organizations. Each student should try to relate the article to some element of what we have been discussing in class. News reports on the Internet are acceptable sources. The current event presentation will be part of your 10% participation grade. Students will submit a copy (or Ecopy) of the article and pose a discussion question to the class. Students should subscribe to both the *Middle East Forum* (<http://www.mefforum.org>) and to *Al Monitor* (<http://www.al-monitor.com>).

Thought Papers

For each week of the course (except the first, midterm and Spring Break weeks), there will be a thought paper question assigned and posted on the course website. The question will be posted every Thursday morning and is due the following Tuesday in class. Each student must complete **THREE of the TEN** papers. Students completing less than three will receive a zero grade for that number less than four. If you complete more than four, the best four grades will be averaged. These papers should be between 900 and 1000 words in length (approximately 2 pages single-spaced).

Include a word count on the first page. Since students do not have to write them all, late essays will not be accepted. Computer malfunction is not an acceptable excuse for a late paper. Re-read your essay for clarity, grammar, spelling and punctuation, since poor execution of these elements will also affect your grade. No research beyond the assigned readings is required. Append a bibliography and provide references or footnotes where appropriate. Each paper will be submitted in both paper and electronic formats. The electronic copy will be submitted to CANVAS and will be run through their anti-plagiarism service to which CU subscribes.

Debates

Students will be divided into six teams to debate three Middle East issues in four class days late in the semester. Your instructor and the three teams not competing will be the judges for the debate each day. The debate is worth 10% of your final course grade. The winning team will earn a 100 and the losing team will earn an 80 grade. More detailed rules are linked to this syllabus and will be discussed as the dates of the debates get closer

GRADING CRITERIA

Reading Summary	5%
Mid-term exam	25%
Thought Papers	25%
Final exam	25%
Debate	10%
<u>Current events, attendance & participation</u>	10%
Total	100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc system proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

Course Schedule

PSCI 4242 – Middle East Politics Course Schedule Fall 2019		
Day/Date	Topic	Assigned Reading due this Day
Mon 26 Aug	Course Intro/Administration What causes conflict in the Middle East? Geopolitics, Religion, or “Clash of Civilizations?”	<ul style="list-style-type: none"> • Samuel Huntington “Clash of Civilizations
Wed 28 Aug	Introduction to Middle East: Language & Religion	<ul style="list-style-type: none"> • Payind & McClimans, Keys to Understanding the Middle East - Ch. 1-2
Fri 30 Aug	Islam: The Prophet and ruling the	<ul style="list-style-type: none"> • P&M – Ch 2 (Cont)

	Caliphate Women in Islam	<ul style="list-style-type: none"> • Br – Ch. 4
Mon 2 Sep	Labor Day Holiday – No Class	<ul style="list-style-type: none"> • None
Wed 4 Sep	Imperialism in the Middle East	<ul style="list-style-type: none"> • P&M – Ch. 3 & Concl.
Fri 6 Sep	The Clash Between Islam and The West (Part 1)	<ul style="list-style-type: none"> • Lewis – Ch. 1, 2 & Introduction
Mon 9 Sep	The Clash Between Islam and The West (Part 2) Film: “Islam and Democracy” (excerpts) Thought Paper 1 Due	<ul style="list-style-type: none"> • Lewis – Ch. 3-5 & Conclusion
Wed 11 Sep	The Clash Between Islam and The West (Part 3)	<ul style="list-style-type: none"> • Lewis – Ch. 6-7 & Conclusion
Fri 13 Sep	The Arab Israeli Conflict: Palestine in the 19 th Century	<ul style="list-style-type: none"> • B&K Ch. 1 • S – Ch. 1
Mon 16 Sep	Part II Thought Paper 2 Due	<ul style="list-style-type: none"> • None
Wed 18 Sep	The Arab Israeli Conflict: Palestine under the League of Nations Mandate and WWII and the partition of Palestine	<ul style="list-style-type: none"> • B&K Ch. 2 • S – Ch 4 • Lust – Ch 7, pp.288-297
Fri 20 Sep	Part II.	<ul style="list-style-type: none"> • None
Mon 23 Sep	The Arab Israeli Conflict: The Founding of Israel and the Suez Crisis of 1956, The Six-Day War and the 73 Yom Kippur War Thought Paper 3 Due	<ul style="list-style-type: none"> • Lust – Ch 7, pp.297-315
Wed 25 Sep	Part II	<ul style="list-style-type: none"> • None
Fri 27 Sep	The Arab Israeli Conflict: The Search for Peace and the Camp David Accords and the 1 st Intifada	<ul style="list-style-type: none"> • Lust – Ch 7, pp. 315-342 • W – Prologue & Epilogue
Mon 30 Sep	Part II Thought Paper 4 Due	<ul style="list-style-type: none"> • None
Wed 2 Oct	The Arab Israeli Conflict: The Lebanese Civil War	<ul style="list-style-type: none"> • F – Ch. 1-10 (Focus on Chapters 1, 4, 6-8 Skim the rest)
Fri 4 Oct	Part II	<ul style="list-style-type: none"> • None
Mon 7 Oct	The Arab Israeli Conflict: Israeli Domestic Politics and American Jews Thought Paper 5 Due	<ul style="list-style-type: none"> • F – Ch. 11-19 (Focus on Chapters 11-14 Skim the rest)
Wed 9 Oct	Israeli Domestic Politics (Part II)	<ul style="list-style-type: none"> • None
Fri 11 Oct	The Arab Israeli Conflict: The Oslo Accords, Gulf War I and the 1 st & 2 nd Intifadas	<ul style="list-style-type: none"> • Lust – Ch7, pp. 342-367 • S – Ch 8 & 13
Mon 14 Oct	Part II Thought Paper 6 Due	<ul style="list-style-type: none"> • None
Wed 16 Oct	Israel and Palestine: The “Road Map	<ul style="list-style-type: none"> • S – 14,16 & 17

	to Peace”, Hamas and the post 9/11 world	
Fri 18 Oct	Midterm Exam	<ul style="list-style-type: none"> • Review
Mon 21 Oct	The Arab Spring: Intro, Tunisia and Libya	<ul style="list-style-type: none"> • <i>The Telegraph</i>, “Arab Spring: Timeline of the African and Middle East rebellions”, October 21, 2011 • Lisa Anderson, “Demystifying the Arab Spring”, <i>Foreign Affairs</i>, May/June 2011 • <i>The Economist</i> – “The Arab Spring: Has It Failed”, 2013 • Schrader & Redissi, “Ben Ali’s Fall”, <i>Journal of Democracy</i>, July 2011
Wed 23 Oct	The Arab Spring: Tunisia & Libya (Part II)	<ul style="list-style-type: none"> • None
Fri 25 Oct	The Arab Spring: Egypt Film: “The Square” excerpts	<ul style="list-style-type: none"> • <i>The Economist</i>, “Everywhere on the rise, The success of Egypt’s Islamists marks a trend throughout the region.” December 10, 2011 • <i>The New York Times</i> – “Sudden Improvements in Egypt Suggest a Campaign to Undermine Morsi”, 2013
Mon 28 Oct	Go Over Midterm Thought Paper 7 Due	<ul style="list-style-type: none"> • None
Wed 30 Oct	The Arab Spring: Syria	<ul style="list-style-type: none"> • <i>The Economist</i>, “Gaining ground: Syria’s opposition, though fractious, is making headway against the regime.” December 17, 2011 • “Holding Civil Society Workshops while Syria Burns”, <i>Foreign Policy</i>, 2012 • “The General’s Gambit”, <i>Foreign Policy</i>, 2012 • “Syrian Stalemate” <i>Foreign Policy</i>, 2012 • David Ignatius, “A War Chest for Syrian Rebels”, <i>Washington Post</i>, 2012 • Jackson Diehl, “How Obama Bungled the Syrian Revolution”, <i>Washington Post</i>, 2012 • <i>Foreign Policy</i>, “The Syrian Stalemate” • Carlo Caro, <i>The World Post</i>, “Syrian Dilemma”
Fri 1 Nov	Syria Part II	<ul style="list-style-type: none"> • None
Mon 4 Nov	Syrian Civil War, and the Rise & Fall	<ul style="list-style-type: none"> • Nick Danforth, “The Myth of

	of ISIS Thought Paper 8 Due	<p>Caliphate”, <i>Foreign Affairs</i>, Nov 2014</p> <ul style="list-style-type: none"> • <i>The Economist</i>, “The Islamic State of Iraq and Greater Syria, Jun 2014 • Orient Advisory Group, “Egypt’s ABM Declares Allegiance to ISIL, while Al Nusra Joins ISIL Alliance in Syria” • <i>The Economist</i>, “The War against the Islamic State, Nov 2014. • Arango “Backed by U.S. Airstrikes, Kurds Reverse an ISIS Gain” <i>New York Times</i>, Dec, 18, 2014
Wed 6 Nov	Syrian Civil War, and the Rise & Fall of ISIS (Part II)	<ul style="list-style-type: none"> • Articles to be added
Fri 8 Nov	Hizbollah, Iran and Israel	<ul style="list-style-type: none"> • <i>Washington Post</i>, February 10, 2013, “Iran and Hezbollah build militia networks in Syria in event that Assad falls, officials say.” • <i>Council on Foreign Relations</i>, “Hezbollah (a.k.a. Hizbollah, Hizbu'llah), July 15, 2010 • <i>New York Times</i>, “Can Hezbollah Survive the Fall of Assad? August 28, 2012 • <i>New York Times</i>, “Bulgaria Implicates Hezbollah in July Attack on Israelis.” February 5, 2013 • <i>New York Times</i>, “U.S. Accuses Hezbollah of Aiding Syria’s Crackdown.” August 10, 2012
Mon 11 Nov	Hizbollah, Iran and Israel (Part II) Thought Paper 9 Due	<ul style="list-style-type: none"> • Articles to be added
Wed 13 Nov	Catch up and discuss debate rules	<ul style="list-style-type: none"> • None
Fri 15 Nov	Debate I Iran WMD and Israel	<ul style="list-style-type: none"> • Matthew Kroenig, "Time To Attack Iran" (<i>Foreign Affairs</i> Jan/Feb 2012) • Colin H. Kahl, "Not Time to Attack Iran" (<i>Foreign Affairs</i> Mar/Apr 2012) • “Weighing Benefits and Costs of Military Action Against Iran” (<i>The Iran Project</i> 2012) • S – Ch 16
Mon 18 Nov	Debate II US Policy towards Israel Conference on World Affairs (Attend at least one session)	<ul style="list-style-type: none"> • None
Wed 20 Nov	Debate III US Policy towards Syria, Stay or Go?	<ul style="list-style-type: none"> • None
Fri 22 Nov	Debate IV	<ul style="list-style-type: none"> • None

	Muslim Immigration to the West, More or Less?	
Mon 25 Nov	Fall Break – No Class	• None
Wed 27 Nov	Fall Break – No Class	• None
Fri 29 Nov	Fall Break – No Class	• None
Mon 2 Dec	Turkey: Last Hope for Democracy in the Middle East and Moderator for the Arab Spring?	• Celik & Linden (2019), Turkey's Turbulent Journey: <i>Factors, Actors & Dynbanic</i> . Introduction and CH. 1
Wed 4 Dec	The Kurds: People without a nation.	• Q – Conclusion & Afterward • “The Kurdish Imbroglío” Introduction • Celik & Linden, “The Kurkish Issue in AKP’s Turkey: Militarization as a Deliberate Strategy”
Fri 6 Dec	The Turkish Spring	• The New York Times 2013- The Green Roots of Turkey's Urban Unrest • Associated Press 2013 - Former Military Chief Gets Life Sentence in Turkey • The Huffington Post 2013- Turkey Protests • International Herald Tribune 2013- The Children of Taksim
Mon 9 Dec	The Coup in Turkey and the erosion of Turkish democracy FCQ Day Thought Paper 10 Due	• <i>The Economist</i> , "Erdogan's Revenge" July 23, 2016 pp. 7-8 • <i>The Economist</i> , " After the Coup, the Counter-coup" July 23, 2016, pp. 14-15 • Arango & Yeginsu, "Turks Agree on One Thing: The US was behind the Failed Revolt." <i>New York Times</i> , August 3, 2016, p. A6
Wed 11 Dec	Last day of class – Make up and review	• None
Tues 17 Dec	Final Examination (4:30-7:00pm)	• Study, study & study

KEY

- **Lewis** - Bernard Lewis, *What Went Wrong? Western Impact and Middle Eastern Response*.
- **Lust** – The Middle East
- **P&M** – Payind & McClimans, *Keys to Understanding the Middle East*.
- **B&K** - Ian Bickerton & Carla Klausner, *The History of the Arab-Israeli Conflict*.
- **F** - Thomas Friedman, *From Beirut to Jerusalem*.
- **Br** – Geraldine Brooks, *Nine Parts of Desire: The Hidden World of Islamic Women*.
- **S** – Air Shavit, *My Promised Land*.
- **W** – Lawrence Wright, *Thirteen Days in September*.
- **Q** – Quil Lawrence – *Invisible Nation*.

ADMINISTRATIVE INFORMATION:

CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this semester however they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class material are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: "[Laptops Are Great, But Not During a Lecture or a Meeting](#)", *New York Times Op Ed*, By SUSAN DYNARSKI NOV. 22, 2017

Boulder Provost's Disability Task Force recommended syllabus statement:

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at: http://www.colorado.edu/policies/fac_relig.html

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at <http://www.interfaithcalendar.org/>

In this class, as stated earlier in this syllabus for normal class days, students need only email their instructor/TA in advance to procure an excused absence. However, for examinations, in-class presentations or debates, students must arrange for a makeup in advance of their absence.

Office of Institutional Equity and Compliance (OIEC) recommended syllabus statement:

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

The HONOR CODE recommended syllabus statement:

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from

appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic. If you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

Recommended classroom behavior syllabus statement:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Please arrive on time and do not leave early. If you absolutely must leave early, please let me know at the beginning of class and sit near a door so you do not cause too much disruption. Similarly, if arriving late, please take a seat as quickly and quietly as possible. **Take care of all your business before class begins; do not leave and return during class as this creates a disturbance to others.**

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.

Middle East



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