

**2019-2020 Academic Year — Fall 2019 ‘Block Week’ Course Outline**  
**UNIVERSITY OF CALGARY — DEPARTMENT OF POLITICAL SCIENCE**

<b>Poli 369-L01</b>	<b>Government &amp; Politics of the Middle East</b>
Instructor	Tareq Y. Ismael — SS 746 Ph. 220-5928
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Office Hours	F 12:00 – 01:00, and by appointment.
Class Time	MTWRF (August 26 - 30) 09:00 – 17:00
Class Location	SA 106

**COURSE DESCRIPTION & OBJECTIVES**

The purpose of this course is to acquaint students with the basic political developments and processes that have shaped the modern Middle East. This course will also provide students with various tools of political analysis enabling the critical evaluation of the politics of the region. These include the building blocks of a critical approach to the region, an introduction to major political trends, socio-economic patterns, as well as intellectual and ideological traditions of the region and its analysis by scholars. While this course is primarily a survey of Middle East politics and its historical foundations, it will pay attention to the ongoing upheaval throughout the Middle East and students are expected to follow current affairs as well as engage with the supplementary readings to widen the scope of your knowledge.

Over the course of five days students will investigate patterns of interaction within the Middle East region, as well as between that region and the wider world, by focusing on issues of state construction, the legacy of imperialism and colonialism, the role of religion and ethnic nationalism, conflict and reconstruction, the utility of military intervention, licit and illicit trade, the impacts of ecological change, the international political economy of energy, the global political economy and mobility of refugees, migrants and stateless peoples. Such a wide scope is not captured comprehensively within even a regular twelve-week term, so the block week format will serve as a focused primer, allowing students the ability to observe the scope of issues involved while focusing on only a short handful for their own learning.

Based upon the background materials presented through the course readings, lectures, and documentary films, students will be encouraged to join in class discussions to examine trends in Middle East politics. In doing so, the objectives of the course are for students to begin to develop habits of mind that exhibit critical thinking about sources of information, assumptions within descriptions and analysis of politics by scholars and media, and to thereby question the agenda-setting and framing of politics by the mainstream media, academics and political actors. The course is meant to encourage a critical faculty towards politics and a mindfulness that allows students to begin their study without being subsumed by any one perspective (*see also* the box on Critical Thinking at the bottom of page 3).

Upon completion of the course students should be familiar with and able to demonstrate an active interest in Middle East politics, critically evaluate and distinguish media and other sources of information, as well as confidence in discussing ideas freely within classroom discussions with the instructor and graduate T.A. as well as other students. In this experience the ability to demonstrate their own facility with critical thinking - *as a habit of mind* - should emerge within both oral and written work. This will include, an ability to analyze and debate political events in a coherent manner, the ability to form individual conclusions, as well as an ability to think systematically in an effort to construct logical arguments about Middle East politics.

***Critical Thinking and approach to your writing***

Critical Thinking skills and assessment of alternative sources is both of paramount importance for the student of politics and exceedingly difficult to assess in assignments of sufficient length in an undergraduate course setting. The Take Home final exam will provide students with two weeks to reflect on the block week course sessions, to revisit the lectures, required readings and documentary films, and then respond to two essay questions/prompts provided on the final day of class.

To exhibit the critical thinking skills indicated in the course objectives above, and found in the essay assessment rubric (found on D2L), you should attempt to demonstrate seven habits of thinking in your essay responses: i) identify and concisely explain the problem / question at issue; ii) identify the context this issue is found in while also recognizing the influence of the context on different stakeholders and the issue itself; iii) present your own perspective and position related to the issue; iv) acknowledge other perspectives salient to the issue (especially those provided in the course resources!); v) identify and evaluate the key assumptions behind the claims, assertions and recommendations made; vi) evaluate the quality of supporting data/evidence (in a research project you could then provide additional data as needed); and vii) evaluate conclusions, implications, and consequences.

**REQUIRED TEXTBOOK**

*Government and Politics of the Contemporary Middle East: Continuity and Change* 2nd Edition  
by Jacqueline S. Ismael, Tareq Y. Ismael and Glenn E. Perry  
New York/London: Routledge; 2nd edition (2015)  
ISBN-10: 1138786527 | ISBN-13: 978-1138786523

**RESERVE READINGS**

Sahar Huneidi. *The Hidden History of the Balfour Declaration*. (OR Books. 2019)

Ronen Bergman. *Rise and Kill First: The Secret History of Israel's Targeted Assassinations*. (New York: Random House, 2018).

Paul Thomas Chamberlin. *The Cold War's Killing Fields: Rethinking the Long Peace*. (New York: Harper, 2018).

Narzanin Massoumi, Tom Mills and David Miller (Editors). *What is Islamophobia?: Racism, Social Movements and the State*. (Pluto Press, 2017).

**COURSE REQUIREMENTS & GRADING** (Tentative and subject to change)

Exam/Quiz #1	Tuesday 27 August	30%
Exam/Quiz #2	Thursday 29 August	20%
Final Exam (Take-Home)*	Due electronically (to D2L Dropbox) Monday 16 September (prior to 11:59 p.m.)	30%
Book Review	Due electronically (to D2L Dropbox) Monday 30 September (prior to 11:59 p.m.)	20%

**Final exam must be submitted to attain a final grade for the course**

**No aids will be allowed during in-class exams/quizzes (notes, open book, smart phone, etc.)**

**Writing Statement:** Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

**The Final Exam** (30%) will be a take home assignment and be due Monday September 16, 2019 via the course dropbox on the learning management system. It will be cumulative (assessing all the materials from the course) and comprised of two (2) essay responses, not to exceed 2000 words each, to a selection of prompts/questions that will be distributed at the end of the final course session. Your response(s) are to be based on the required readings assigned, the lectures delivered in class and the documentary films screened.

*Note:* The Take-Home Final Exam, due Monday 16 September, is to be submitted electronically to the course D2L site prior to 11:59 p.m.

**Quizzes/Exams** — The first and second Exam(s)/Quizzes will take place at the beginning of each day's class session (see daily schedule). Each will be comprised of fifty (50) multiple-choice questions that are based on the required readings, associated class lecture, and the documentary film shown (see below for a detailed table).

**Make Up Exam(s)/Quizzes** – *Are only possible if a student has an acceptable justification (as outlined in the University of Calgary Calendar) and provides necessary documentation. Make up quizzes/exams are administered and scheduled by the department; if multiple students require an accommodation the time(s) provided will be made known on the learning management system (i.e. Desire2Learn). Arrangements for any make-up **must** be approved by the instructor prior to the in-class exam day.*

*Note:* Make ups may be in an alternative format (such as a short essay).

**Material covered in each course component:**

<b>Grade</b>	<b>Readings</b>	<b>Lecture(s)</b>	<b>Film(s)</b>
Exam/Quiz 1 30% of final	<ol style="list-style-type: none"> <li>1. Textbook: Introduction: Middle East politics in the twenty-first century: patterns of continuity and change'; 'The Burden of History: From Empire to Nation States'; and 'The Legacy of Islam: Continuity and Change'</li> <li>2. Shatz, "'Orientalism,' Then and Now"</li> <li>3. Valbjørn, "Global/Regional IR and changes in global/regional structures of Middle East international relations"</li> <li>4. •Waleed Hazbun and Morten Valbjørn, "The Making Of IR In The Middle East"</li> </ol>	Monday	1913: Seeds of Conflict
Exam/Quiz 2 20% of final	<ol style="list-style-type: none"> <li>1. Textbook: 'The Republic of Turkey', 'The Arab Republic of Egypt', 'The Republic of Iraq' and and 'The Islamic Republic of Iran'</li> <li>2. Khouri, "Poverty, inequality and the structural threat to the Arab region"</li> <li>3. Lynch and Ryan, "The Arab Uprisings and International Relations Theory"</li> <li>4. Falk, "Acting Beyond the State"</li> <li>5. Agha and Malley, "The Middle East's Great Divide Is Not Sectarianism"</li> </ol>	Tuesday and Wednesday	'Shadow World' and 'Saddam, America's best enemy'

**The Book Review** (20%) will be a take home assignment and be due Monday September 30, 2019. Each student will be responsible for selecting one (1) of the following books for review and crafting a critical essay-style book review – not to exceed five pages (2000 – 2500 words) in length. The book review will see you ‘situate’ the book in relation to the other course components (required readings, lectures, documentaries etc.).

*See assignment handout sheet for instructions (pages 17-18 below).*

Andrew J. Bacevich. *America’s War for the Greater Middle East: A Military History* (480 pages) (Random House, 2017) ISBN-10: 0553393952 | ISBN-13: 978-0553393958

Ross Caputi, Richard Hil and Donna Mulhearn. *The Sacking of Fallujah: A People's History* (232 words) (University of Massachusetts Press, 2019) ISBN-10: 1625344384 | ISBN-13: 978-1625344380

Richard Falk. *Chaos and Counterrevolution: After the Arab Spring* (256 pages) (Just World Books, 2015) ISBN-10: 1935982508 | ISBN-13: 978-1935982500

Marc Lynch. *The New Arab Wars: Uprisings and Anarchy in the Middle East* (304 pages) (PublicAffairs, 2016) ISBN-10: 161039609X | ISBN-13: 978-1610396097

*\*\*NOTE: these books have **not** been ordered into the University of Calgary Bookstore. They are widely available in retail bookstores and online vendors – should any concern arise in accessing materials please inform the instructor.*

*\*\*NOTE: The Book Review assignment, due **Monday 30 September 2019**, is to be submitted electronically to the course D2L site prior to 11:59 p.m. that day*

**A note on grades:** I do not negotiate grades; however, I am available for clarification. If you believe that your grade does not accurately reflect the quality of your work, you are advised to initiate the Faculty’s formal appeal process.

**The Use of Electronics:** Laptops are not allowed in class. Cell phones should be turned off, and are not to be used in class for any reason.

**Email Policy:** Email should be treated as a professional communication. Basic rules of grammar and etiquette apply. Emails that do not follow this will not be answered. Emails will be answered in due time, but not always immediately.

If you have questions regarding class material, please raise them in class at the earliest convenience as doing so will often be to the benefit of others as well. Office hours are for questions relating to the course mechanics and should not be seen as an opportunity for a private ‘tutorial’. Moreover, grades will not be discussed over the phone or by emails. Students are encouraged to use the office hours and class time for such purposes.

**POLI 369 Grading Schema:**

A percentage grading system is used in marking, based upon the percentage weights of exams. These grades will be added together to obtain the final letter grade.

Letter Grade	Grade Point	Percentage*	Grade Description
A+	4.00	96-100	<i>Excellent</i> <ul style="list-style-type: none"> <li>all the below achieved at a level of “excellence”</li> <li>clear evidence that the student has initiated an approach to the topic</li> </ul>
A	4.00	90-95	
A-	3.70	85-89	
B+	3.30	80-84	<i>Above Average</i> <ul style="list-style-type: none"> <li>all the “C” requirements, but obviously at an above level</li> <li>a demonstrated critical-evaluative capacity, that is, the ability to place differing degrees of value upon a variety of elements within an analysis, rank them in priority, and attempt to justify and show their importance in terms of their effect</li> <li>the ability to demonstrate a position taken with regard to an issue, and a related ability to defend the position with reasonable logical, historical, political, and social evidence</li> </ul>
B	3.00	75-79	
B-	2.70	70-74	
C+	2.30	65-69	<i>Satisfactory</i> <ul style="list-style-type: none"> <li>demonstrated knowledge of basic facts relevant to the area</li> <li>demonstrated capacity to apply a variety of political science concepts</li> <li>an ability to apply abstract models to an issue so as to increase one’s understanding of the area</li> <li>a beginning ability to make evaluative statements about materials that are primarily descriptive</li> </ul> <i>Note: Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</i>
C	2.00	60-64	
C-	1.70	55-59	
D+	1.30	53-54	
D	1.00	50-52	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.
F	0.00	0-49	Fail - unsatisfactory performance or failure to meet course requirements.

\*provided for information purposes only

See: <https://ucalgary.ca/pubs/calendar/current/f-1-1.html>

## **CURRENT AFFAIRS**

Students are responsible for addressing current affairs and should pay attention to the nature of media coverage by comparing western reports on current affairs with those emanating from Europe, Asia and the Middle East. Some alternative sources include:

Al-Monitor (USA): <http://www.almonitor.com/>

Al-Jazeera (Qatar): <http://english.aljazeera.net>

Al-Ahram Weekly (Egypt): <http://weekly.ahram.org.eg/>

Haaretz (Israel): <http://www.haaretz.com/>

Jordan Times (Jordan): <http://www.jordantimes.com>

Asian Times Online (Taiwan): <http://www.atimes.com/>

BBC (UK): <http://www.bbc.co.uk/>

CBC (Canada): <http://www.cbc.ca/>

New York Times (USA): <http://www.nytimes.com/>

Foreign Policy (USA): <http://mideast.foreignpolicy.com/>

Foreign Affairs (USA): <https://www.foreignaffairs.com/>

National Interest (USA): <https://nationalinterest.org/>

The Economist (UK): <http://www.economist.com/world/middle-east-africa>

The New Yorker (USA): <http://www.newyorker.com/>

The Guardian (UK): <http://www.theguardian.com/uk>

The Independent (UK): <http://www.independent.co.uk/>

LA Times (USA): <http://www.latimes.com/>

Toronto Star (Canada): <http://www.thestar.com/>

RT (Russia): <http://rt.com>

Lobelog: <https://lobelog.com/>

*Scholarly platforms and publications:*

Monkey Cage (Washington Post): <https://www.washingtonpost.com/news/monkey-cage/>

Jadaliyya: <http://www.jadaliyya.com/>

Middle East Report and Information Project (MERIP): <https://merip.org/>

Project on Middle East Political Science (POMEPS): <https://pomeps.org/>

Middle East Institute | Middle East Journal: <https://www.mei.edu/>

International Journal of Middle East Studies: <https://ijmes.chass.ncsu.edu/>

Middle East Studies Association: <https://mesana.org/>

The British Society for Middle East Studies: <http://www.brismes.ac.uk/>

### COURSE SCHEDULE AND READINGS

(tentative and subject to change; all articles are available through the library or freely online)

**Monday:**     *Middle East politics: patterns of continuity and change*

Required Readings:

- *Textbook:* ‘Introduction: Middle East politics in the twenty-first century: patterns of continuity and change’; ‘The Burden of History: From Empire to Nation States’; and ‘The Legacy of Islam: Continuity and Change’
- Adam Shatz, “‘Orientalism,’ Then and Now,” *The New York Review of Books*. (May 20, 2019). Link: <https://www.nybooks.com/daily/2019/05/20/orientalism-then-and-now/>
- Morten Valbjørn, “Global/Regional IR and changes in global/regional structures of Middle East international relations,” *POMEPS Studies 34: Shifting Global Politics and the Middle East*. Link: <https://pomeps.org/global-regional-ir-and-changes-in-global-regional-structures-of-middle-east-international-relations>
- Waleed Hazbun and Morten Valbjørn, “The Making Of IR In The Middle East: Critical Perspectives on Scholarship and Teaching in the Region,” *APSA MENA Politics Newsletter* Volume 1, Issue 5 (November 2018), pp. 5-9; Link: <https://apsamena.org/2019/03/03/newsletter-vol-1-archive/>
- Documentary film: ‘1913 Seeds of Conflict’
  - Website: <http://1913seedsofconflict.com/>
  - Trailer: <https://www.youtube.com/watch?v=OlvTVvuI3oE>

Suggested Readings:

- “The Middle East’s New Battle Lines” by Julien Barnes-Dacey, Ellie Geranmayeh, and Hugh Lovatt, ECFR (European Council on Foreign Relations). May 2018. [https://www.ecfr.eu/mena/battle\\_lines/](https://www.ecfr.eu/mena/battle_lines/)
- The Arab Millennium Development Goals Report: Facing Challenges and Looking Beyond 2015. United Nations | League of Arab States [pp. 1-51]  
Link: [http://ba.one.un.org/content/dam/rbas/doc/MDGS\\_publications/Arab\\_MDGR\\_2013\\_English.pdf](http://ba.one.un.org/content/dam/rbas/doc/MDGS_publications/Arab_MDGR_2013_English.pdf)

**Tuesday:**     *Turkey and Egypt: new state structures and the Ottoman legacy*

Required Readings:

- *Textbook:* ‘The Republic of Turkey’ and ‘The Arab Republic of Egypt’
- Rami G. Khouri, “Poverty, inequality and the structural threat to the Arab region,” *POMEPS Studies 34: Shifting Global Politics and the Middle East*; Link: <https://pomeps.org/poverty-inequality-and-the-structural-threat-to-the-arab-region>
- Marc Lynch and Curtis R. Ryan, “The Arab Uprisings and International Relations Theory,” *PS: Political Science & Politics*. Volume 50, Issue 3 (July 2017), pp. 643-646;
- *Documentary Film:* Shadow World (2016) (84 minutes)
  - Website: <https://shadowworldfilm.com/>
  - IMDB link: <https://www.imdb.com/title/tt2626338/>



(Tuesday con.) Suggested Readings:

- Asli Aydıntaşbaş, “Unhappy anniversary: Turkey’s failed coup and the S-4,” *European Council on Foreign Relations* (ECFR) (July 17, 2019), Link: [https://www.ecfr.eu/article/commentary\\_unhappy\\_anniversary\\_turkeys\\_failed\\_coup\\_and\\_the\\_s\\_400#](https://www.ecfr.eu/article/commentary_unhappy_anniversary_turkeys_failed_coup_and_the_s_400#)
- Elizabeth Nugent, “How the death of Egypt’s former president shows changing politics,” *Monkey Cage - The Washington Post* (July 1, 2019) Link: [https://www.washingtonpost.com/politics/2019/07/01/how-death-egypts-former-president-shows-changing-politics/?utm\\_term=.a4ac427a6637](https://www.washingtonpost.com/politics/2019/07/01/how-death-egypts-former-president-shows-changing-politics/?utm_term=.a4ac427a6637)
- Sebnem Gumuscu, “In Turkey, the latest elections had over 80 percent voter turnout. Here’s why: Elections are hardly free or fair in Turkey. So why do voters keep turning up in high numbers?” *Monkey Cage - The Washington Post* (June 30, 2019) Link: [https://www.washingtonpost.com/politics/2019/06/30/turkey-latest-elections-had-over-percent-voter-turnout-heres-why/?utm\\_term=.ee1a48735854](https://www.washingtonpost.com/politics/2019/06/30/turkey-latest-elections-had-over-percent-voter-turnout-heres-why/?utm_term=.ee1a48735854)
- Nabil Al-Tikriti, “Turkish Voters Upset Erdoğan’s Competitive Authoritarianism,” *MERIP - Middle East Research and Information Project* (April 22, 2019) Link: <https://merip.org/2019/04/turkish-voters-upset-erdogans-competitive-authoritarianism/>
- David D. Kirkpatrick, “The White House and the Strongman: How the Obama administration watched the demise of Arab democracy — and paved the way for Trump’s embrace of dictators,” *The New York Times - Sunday Review*. (July 27, 2018). Link: <https://www.nytimes.com/2018/07/27/sunday-review/obama-egypt-coup-trump.html>

**Wednesday: *The Republic of Iraq and the Islamic Republic of Iran: state destruction and humanitarian impacts of conflict***Required Readings:

- *Textbook* ‘The Republic of Iraq’ and ‘The Islamic Republic of Iran’
- Richard Falk, “Acting Beyond the State: Toward a Cosmopolitan Awakening?” on his *Global Justice in the 21st Century* blog (June 20, 2019); review of Ayça Çubukçu’s *For the Love of Humanity: The World Tribunal on Iraq*, (University of Pennsylvania Press, 2018). Link: <https://richardfalk.wordpress.com/2019/06/20/acting-beyond-the-state-toward-a-cosmopolitan-awakening/>
- Hussein Agha and Robert Malley, “The Middle East’s Great Divide Is Not Sectarianism,” *The New Yorker*. (March 11, 2019). Link: <https://www.newyorker.com/news/news-desk/the-middle-east-s-great-divide-is-not-sectarianism>
- Documentary Film-2: ‘Saddam, America’s best enemy: a film’ (2005) by Pascal Vasselin
  - IMDB Link: [http://www.imdb.com/title/tt0466326/?ref=fn\\_al\\_nm\\_1a](http://www.imdb.com/title/tt0466326/?ref=fn_al_nm_1a)

(Wednesday con.) Suggested Readings:

- Maha El Dahan and Raya Jalabi, “How Iraq’s agricultural heartland is dying of thirst,” *Reuters*. July 25, 2018. <https://www.reuters.com/investigates/special-report/iraq-water-nineveh/>
- William Rivers Pitt, “With Bolton, Pompeo and Trump in the Picture, All Bets Are Off on Iran,” *Truthout*. (June 18, 2019). Link: <https://truthout.org/articles/with-bolton-pompeo-and-trump-in-the-picture-all-bets-are-off-on-iran/>
- John J. Mearsheimer, “Iran Is Rushing to Build a Nuclear Weapon — and Trump Can’t Stop It: The White House strategy of “maximum pressure” is backfiring in the most dangerous way possible,” *The New York Times*. (July 1, 2019). Link: <https://www.nytimes.com/2019/07/01/opinion/iran-is-rushing-to-build-a-nuclear-weapon-and-trump-cant-stop-it.html>
- Paul Rogers, “ISIS’s ‘far-enemy’ friends: The western politicians most hostile to Islam are feeding ISIS’s worldview,” *openDemocracy*. 2 March 2017
- <https://www.opendemocracy.net/paul-rogers/isiss-far-enemy-friends> Dexter Filkins, “What we Left Behind,” *The New Yorker* (April 28, 2014). Link: [http://www.newyorker.com/reporting/2014/04/28/140428fa\\_fact\\_filkins](http://www.newyorker.com/reporting/2014/04/28/140428fa_fact_filkins)
- Danny Sjurson, “Surging to Failure,” *TomDispatch*. 9 March 2017 Link: [http://www.tomdispatch.com/post/176252/tomgram%3A\\_danny\\_sjursen%2C\\_surging\\_to\\_failure/](http://www.tomdispatch.com/post/176252/tomgram%3A_danny_sjursen%2C_surging_to_failure/)
- Ghaith Abdul-Ahad, “After the liberation of Mosul, an orgy of killing,” *The Guardian Longreads*. Tuesday 21 November 2017. Link: <https://www.theguardian.com/world/2017/nov/21/after-the-liberation-of-mosul-an-orgy-of-killing>

**Thursday:    *The Arab States of the Gulf and the Gulf Cooperation Council (GCC)***Required Readings:

- Textbook: ‘The Gulf Cooperation Council (GCC)’
- Kristian Coates Ulrichsen, “Qatar and the GCC Crisis and the Impact on Scholarship on the Gulf,” *APSA MENA Politics Newsletter* Volume 2, Issue 1 (April 16, 2019) Link: <https://apsamena.org/2019/04/16/qatar-and-the-gcc-crisis-and-the-impact-on-scholarship-on-the-gulf/>
- Jeannie Sowers, “The Saudi Coalition’s Food War on Yemen: An Interview with Martha Mundy,” *MERIP - Middle East Research and Information Project* Issue 289 (Winter 2018) Link: <https://merip.org/2019/03/the-saudi-coalitions-food-war-on-yemen/>
- Adam Hanieh, “Ambitions of a Global Gulf: The Arab Uprisings, Yemen and the Saudi-Emirati Alliance,” *MERIP - Middle East Research and Information Project* Issue 289 (Winter 2018) Link: <https://merip.org/2019/03/ambitions-of-a-global-gulf/>
- Marc Lynch and Curtis R. Ryan, “The Arab Uprisings and International Relations Theory,” *PS: Political Science & Politics*. Volume 50, Issue 3 (July 2017), pp. 643-646
- Documentary Film: *Maid in Hell* (2018) (59 minutes)
  - Website: <https://www.hddocumentary.com/bbc-maid-in-hell-2018/>
  - IMDB Link: <https://www.imdb.com/title/tt8998634/>

(Thursday con.) Suggested Readings:

- Ben Rich, “Authoritarian Reformism in Saudi Arabia,” E-International Relations. July 23, 2018 <http://www.e-ir.info/2018/07/23/authoritarian-reformism-in-saudi-arabia/>
- Rosie Bsheer, “How Mohammed bin Salman Has Transformed Saudi Arabia,” Jadaliyya June 27, 2018 <http://www.jadaliyya.com/Details/37696/How-Mohammed-bin-Salman-Has-Transformed-Saudi-Arabia>
- “Vision or mirage? Saudi Arabia’s post-oil future: Bold promises from a young prince. But they will be hard to keep,” *The Economist*. (Apr 30th 2016). Link: <http://www.economist.com/news/middle-east-and-africa/21697673-bold-promises-bold-young-prince-they-will-be-hard-keep-saudi-arabias?zid=308&ah=e21d923f9b263c5548d5615da3d30f4d>
- “The new oil order: An impetuous prince is rattling the Middle East, but may also bring bold reform,” *The Economist*. (Apr 23rd 2016). Link: <http://www.economist.com/news/leaders/21697221-impetuous-prince-rattling-middle-east-may-also-bring-bold-reform-new-oil?zid=308&ah=e21d923f9b263c5548d5615da3d30f4d>
- David B. Roberts, “Breaking the Saudi rules of succession,” *The Monkey Cage blog – The Washington Post*. (27 May 2015) Link: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/05/27/breaking-the-saudi-rules-of-succession/>

**Friday:      *The Levant: Syria, Lebanon and Israel: civil war and the question of Palestine***Required Readings:

- *Textbook*: ‘The Syrian Arab Republic and the Lebanese Republic’, ‘Israel and the Palestine National Authority’
- Stephen Walt, “How (and How Not) to Talk About the Israel Lobby,” *Foreign Policy* February 15, 2019). Link: <https://foreignpolicy.com/2019/02/15/how-and-how-not-to-talk-about-the-israel-lobby/>
- Théodore McLaughlin, “Why has the Syrian civil war lasted so long?” *The Washington Post - Monkey Cage blog*. July 27, 2018 Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/27/why-has-the-syrian-civil-war-lasting-so-long/>
- Andrew J. Bacevich, Can We Stop Pretending Now? The Trump Era as an Occasion for Truth Telling, *TomDispatch* (April 7, 2019). Link: <http://www.tomdispatch.com/post/176548/>
- Paul Rogers, “Caliphate Interrupted: Towards a Stateless IS,” Oxford Research Group - Briefing (22 February 2019). Link: <https://www.oxfordresearchgroup.org.uk/caliphate-interrupted-towards-a-stateless-is>
- Noah Kulwin, “No Reason for Optimism,” *Jewish Currents*. (April 11, 2019). Link: <https://jewishcurrents.org/no-reason-for-optimism/>
- Documentary film: *The Occupation of the American Mind* (2016) (84 minutes)
  - Website: <https://www.occupationmovie.org/>
  - IMDB link: <https://m.imdb.com/title/tt5588304/>

(Friday con.) Suggested Readings:

- Ned Rosch, “What I Saw in Gaza Changed Me Forever: My true liberation as a Jewish person is bound up with the liberation of Palestinian people,” *Information Clearing House* (May 09, 2019). Link: <http://www.informationclearinghouse.info/51579.htm>
- Ben White, “Why Now?” Palestine Square. July 23, 2018 Link: <https://palestinesquare.com/2018/07/23/jewish-nation-state-law-why-now/>
- Rashid Khalidi, “‘The Palestinians Have Not Forgotten, They Have Not Gone Away’ - Seventy years after the Nakba, Israel has not succeeded in erasing Palestine—or the Palestinians,” *The Nation*. May 10, 2018 Link: <https://www.thenation.com/article/after-the-nakba-the-persistence-of-palestine/>
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## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](https://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

### **Absence From a Mid-term Examination:**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

### Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

### Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students’ Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

**Important Contact Information:**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students’ Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students’ Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources:**

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>



### POLI 369 *Critical Book Review Assignment Sheet*

Weight: 20% of final grade

Length: Maximum five (5) pages (2500 words) in length

Each student will be responsible for selecting one (1) of the following books for review. You will also need to consider how your review is impacted by other course components (assigned, current events, lectures, films etc.) as well as acknowledge any outside sources you consult as you complete the review. The book review will see you ‘situate’ the book in relation to the other course components (required readings, lectures, documentaries etc.).

(1) Step one: select one of the following books to review [note: these books have not been ordered into the University of Calgary Bookstore. They are widely available in bookstores and online – should any single volume pose a concern please inform the instructor]:

*America’s War for the Greater Middle East: A Military History* (480 pages)  
Andrew J. Bacevich  
(Random House, 2017)  
ISBN-10: 0553393952 | ISBN-13: 978-0553393958

*The New Arab Wars: Uprisings and Anarchy in the Middle East* (304 pages)  
Marc Lynch  
(PublicAffairs, 2016)  
ISBN-10: 161039609X | ISBN-13: 978-1610396097

*Chaos and Counterrevolution: After the Arab Spring* (256 pages)  
Richard Falk  
(Just World Books, 2015)  
ISBN-10: 1935982508 | ISBN-13: 978-1935982500

*The Management of Savagery: How America’s National Security State Fueled the Rise of Al Qaeda, ISIS, and Donald Trump* (400 pages)  
by Max Blumenthal  
(New York: Verso, 2019)  
ISBN-10: 1788732294 | ISBN-13: 978-1788732291

*The Sacking of Fallujah: A People’s History* (232 words)  
Ross Caputi, Richard Hil and Donna Mulhearn  
(University of Massachusetts Press, 2019)  
ISBN-10: 1625344384 | ISBN-13: 978-1625344380

*The New Middle East: What Everyone Needs to Know* (208 pages)  
by James L. Gelvin  
(Oxford University Press, 2017)  
ISBN-10: 9780190653989 | ISBN-13: 978-0190653989

(2) Step two: read the book and craft your review! As with all of your writing assignments remember that your book review is written for an audience – who is your reader? In this case a fellow student from POLI 369, who is knowledgeable in the discipline of political science and is interested not just in the coverage and content of the book being reviewed, but also in your critical assessment of the ideas and argument(s) that are being presented by the author. The review should not be a summary of the book. Instead it should state what the book sets out to do and assess how well the author achieves that goal. Largely, the exercise we are all pursuing is asserting a truth claim – whether that is in a article, book, presentation or discussion in class: what is the central truth claim of your chosen author? Is there more than one?

Several ideas might well guide you as you read the book and develop your critical analysis – with any additional course components or outside materials kept in mind to support and inform your decisions: what does the author(s) set out to accomplish with the book – why did they write it and what do they mean to get across to a reader? Is there a theoretical framework found – is it explicit or are there theoretical and conceptual assumptions made by the author(s) you can take note of? What are those guiding concepts – are they clearly defined? Does the author(s) acknowledge the strengths and weaknesses of the chosen approach? What is the thesis or central argument(s) found in the book? Are they presented as hypotheses? What methods are employed to test hypothesis, argument or assertions found in the book? The author's style – writing, expression, clarity etc. may play a role in your assessment – especially if it 'gets in the way' of understanding the material(s) or persuading a reader. What evidence is marshaled and is it critically evaluated – do you find the author's evidence persuasive in support of the overall argument? Does the book fit within the broader literature you have read in political science – are patterns and 'schools of thought emerging' as you develop your disciplinary knowledge? If so, where does this book fit? Does the book advance our knowledge of the subject?

No review will be able to address *all* of these aspects of the work – your task is in crafting a review that highlights those that seem most pertinent to your reading of the work.

**Writing Statement:** Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

(over)

**Expectations and assessment rubric**

	<b>Main area of attention</b>	<b>Expectations</b>
Introduction  0.5 page	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Statement of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify book and its significance as it relates to the course</li> <li>• State the purpose of the review as it relates to course</li> <li>• Where appropriate, indicate the major aspects or sections of the book that will be addressed; and explain this focus</li> </ul>
Contents  2 pages	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Scope</li> <li>• Style</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a succinct summary of the range, contents, and major arguments or themes of the book</li> <li>• Consider what are the author’s credentials and expertise to write on this topic.</li> <li>• Identify the author’s purpose in writing the book. Explain what the main thesis of the book is; and if the author does what he/she set out to do.</li> <li>• Discuss the book’s structure in terms of logic and orderliness of argumentation</li> <li>• Discuss the style in terms of its analytic, descriptive and/or prescriptive dimensions</li> <li>• Explain what you found most and least convincing or significant about the author’s arguments, and why.</li> </ul>
Critique  2 pages	<ul style="list-style-type: none"> <li>• Ideological perspective</li> <li>• Main issues</li> </ul>	<ul style="list-style-type: none"> <li>• Critically examine the theoretical and methodological approach to ferret out underlying assumptions, values and beliefs</li> <li>• Critically examine the main issues the author specifically examined, with particular attention to the impact of ideological perspective, and to the nature and quality of evidence the author relied on to support his/her thesis.</li> <li>• Critically assess gaps and biases that emerge</li> <li>• Critically evaluate the author’s contribution</li> </ul>
Conclusion  0.5 page	<ul style="list-style-type: none"> <li>• Final assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Consider what you have learned from this book and whether or not you would recommend it to students or others interested in the topic</li> <li>• Assess whether the author proved the main thesis of the book, with particular attention to the nature and quality of evidence utilized</li> <li>• Evaluate the overall contribution of the book to your understanding of the topic</li> </ul>

*Note: as with any writing assignment expectations come with minimal and maximal variations – the purpose of establishing page / word limits on assignments is to force concision. Thus, you may not be able to address all expectations and thereby manage to ‘tick’ every box – instead you will need to decide on trade-offs as to what is most valuable in your effort to craft your response, review, argument etc.*