



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 469 Lecture 01
Middle East: Contemporary Political Problems
Fall 2021**

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OFFICE HOURS: Thursday 14:30 – 15:30 (Via Zoom)

COURSE DAY/TIME: We 17:00 – 19:45

DELIVERY METHOD: Online (Synchronous Zoom Lectures)

COURSE PRE-REQUISITES: Political Science 369

COURSE DESCRIPTION

This course is designed as a pro-seminar where students will engage the contemporary politics of the Middle East region, with active participation in the student-led discussions. Regular student participation is expected, focused on five core topic areas where you will exhibit flexibility in applying the scholarly materials and other media assigned to both current events as well as the scholarly issues raised. This will be done across the themes explored throughout the course, which touch on topical empirical events in real time, while also speaking to the scholarly literatures assigned that comprise contemporary debates scholars are engaging in Middle East politics.

It requires the student to think analytically and conceptually about politics in the region, thus the expectation is that students will have completed POLI 369 as an introduction to the field of study and come to class well prepared to discuss the assigned materials. ‘Contemporary Political Problems’ will focus on five primary drivers of change in the contemporary Middle East. These will include: the growing sectarianism of political identity and analytical discourse, the role of foreign intervention and its impact(s) on regional states and peoples, the popular opposition against authoritarian regimes highlighted by the ‘Arab Spring’ of 2010/11 and the emergence of non-state actors, the growing humanitarian crisis that has been driven by and exacerbated increasing attacks on the vulnerable - women, children, ethnic or religious minorities, as well as the withering of the regional state system that was developed following the World Wars and post-colonial period. Each phenomenon will be engaged in depth and the interconnections between all five explored.

COURSE OBJECTIVES & LEARNING OUTCOMES

The objectives of the course are for students to further 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, policy analysts, academics and political actors. The classroom sessions and written assignments are meant to provide opportunity for exercising a critical faculty towards politics as well as a mindfulness that demonstrates a student's ability to study the subject without being subsumed by any one perspective.

Upon completion of the course students should be familiar with and able to demonstrate an active grasp of the five primary drivers of change and their impacts upon the contemporary Middle East. This will require the student to evidence the capability to critically evaluate and distinguish media and other sources of information, as well as confidence in discussing ideas freely within the pro-seminar classroom setting with the instructor and their fellow students. In doing so, students are expected to demonstrate both competencies with the basics of contemporary Middle East politics as well their own facility with critical thinking. Critical thinking is differentiated from critique, rather it demonstrates a habit of mind and should be found 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 all while engaging in a collegial and supportive manner with the rest of the seminar attendees.

RECOMENDED TEXTBOOK

Overthrow by Stephen Kinzer

Bullshit by Harry Frankfurt

There is no required text for this course – required readings will be assigned as designated below, found variously on library reserve, on D2L, or available freely online.

Because this is a developing topic, this outline is only a general guideline; you are expected to keep abreast of developments in the region, especially as they apply to the five core thematic foci listed in the introduction. Updates and communications will be issued by email and on D2L as required, so ensure your email address on file is up to date and that you check it regularly during the semester.

RESERVE READINGS

Tareq Y. Ismael, Jacqueline S. Ismael. *Iraq in the Twenty-First Century: Regime Change and the Making of a Failed State*. Routledge, 2015

Joseph Sassoon. *Anatomy of Authoritarianism in the Arab Republics*. Cambridge University Press (2016) ISBN-10: 1107618312 | ISBN-13: 978-1107618312

Zachary Lockman. *Field Notes: The Making of Middle East Studies in the United States*. Stanford University Press (2016).
ISBN-10: 0804799067 | ISBN-13: 978-0804799065

Ariel I. Ahram. *Break all the Borders: Separatism and the Reshaping of the Middle East*. (New York: Oxford University Press, 2019). ISBN-10: 0190917385 | ISBN-13: 978-0190917388

Nader Hashemi and Danny Postel. *Sectarianization: Mapping the New Politics of the Middle East*. Oxford University Press (2017)
ISBN-10: 0190664886 | ISBN-13: 978-0190664886

WRITING STATEMENT

Written assignments are often required in Political Science courses, 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 by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Exam 1	15%	October 6th
Exam 2	15%	October 27th
Exam 3	10%	November 24th
Presentation	25%	(Sign-up in week 2)
Book Review	20%	December 1st
Class Participation	15%	On-going
Total	100%	

If a student misses a required course component, please get in touch with the instructor as soon as possible and provide necessary documentation as per University of Calgary Calendar.

TERM EXAMINATIONS

There will be three multiple-choice exams assessing the assigned materials:

	Date	Weight	Format	Materials (readings and media – inclusive of ...)
Exam #1	Week 05 06 October	15%	45 m/c questions	Week One – 08 September 2021 through Week Four – 29 September 2021
Exam #2	Week 08 27 October	15%	45 m/c questions	Week Five – 06 October 2021 through Week Seven – 20 October 2021
Exam #3	Week 12 24 November	10%	30 m/c questions	Week Eight – 27 October 2021 through Week Eleven – 17 November 2021

Will consist of multiple-choice questions and will be conducted **online** via the quiz function on **Desire2Learn**. On the days of the scheduled quizzes, students are allocated 90 minutes plus extra time in case of technical difficulties, within a 24-hour window to complete the multiple choice quiz. The window for the exam will begin at the start of the class (17:00) on the day of the scheduled exam and will remain open for 24 hours. Students will be allowed only one attempt. The quizzes will include all material covered in lectures, seminar discussion and required readings. This is an individual assessment and collaboration with other students is not permitted.

BOOK REVIEW

Due: 01 December 2021 prior to 11:59 p.m. via the D2L dropbox

Each student will be responsible for selecting one (1) of the following books for review. You will also need to select three (3) scholarly journal articles (or similar pieces) with which to combine with your chosen book to complete the review.

The three articles must be approved by the instructor on or before **27 October 2021**.

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]:

Asef Bayat. *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford University Press (2017) ISBN-10: 1503602583 | ISBN-13: 978-1503602588

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

Ariel I. Ahram. *Break all the Borders: Separatism and the Reshaping of the Middle East*. (New York: Oxford University Press, 2019). ISBN-10: 0190917385 | ISBN-13: 978-0190917388

Ronen Bergman. *Rise and Kill First: The Secret History of Israel's Targeted Assassinations* (New York: Random House, 2018) ISBN-10: 0812982118 | ISBN-13: 978-0812982114

(2) Step two: select three (3) scholarly journal articles (or similar pieces) with which to combine with your chosen book to complete the review. Journal articles can be searched, by subject keyword, author, journal etc. in the databases available through the University of Calgary library. Databases to use include: SocINDEX, Web of Science, Index Islamicus, Project Muse Journals, Academic Search Complete (EBSCO), Academic OneFile or Google Scholar. You may consult with a research librarian or consult with the LibGuide for political science if you are unfamiliar with search techniques (<http://libguides.ucalgary.ca/polisci>).

Book chapters from edited collections, government publications or research reports by reputable organizations may also be considered. It would be wise to not proceed with your work prior to having the three journal articles / items approved by your instructor.

The three articles must be approved by the instructor on or before 27 October 2021.

(3) Step three: read the book and three articles / items 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 469, 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 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 an 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 the three journal articles 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 – now in your fourth year are patterns and ‘schools of thought’ emerging? If so, where does this book fit? Does the book advance our knowledge of the subject?*

Note: A rubric of expectations as well as assessment for the book review will be provided on D2L.

CLASS PARTICIPATION

This has four components

1. Attending Zoom lectures
2. Being prepared by reading assigned work
3. Participating in class discussions
4. Reading inventory (8%): for each class, students are to prepare a ‘Reading Inventory’, not to exceed 2 pages (double spaced, standard type). For each session, the inventory should identify and define the 3 major concepts/issues introduced in the assigned readings and explain their significance to the larger course objectives. They are due in class and will not be accepted thereafter.

I keep careful track of participation because of points one through three above. If you miss a class, it is your responsibility to check with your classmates or to meet with me during office hours so that you can participate effectively in the following weeks.

PRESENTATION

The purpose of the presentation is to elaborate - not just summarize! - on the theme of the week by utilizing the assigned materials as well as your own research, provide an update on the situation and to then integrate the theme with the course objectives.

Dates will be organized through the D2L by Session 2 of the course schedule

* Adapted from: Australian National University. Writing a critical book review <https://academicskills.anu.edu.au/resources/handouts/writing-critical-book-review>
Carleton University (USA). How to Write a Critical Book Review <https://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/>

Each student will make a 60-minute presentation/discussion based on the integration of the following:

1. The readings assigned for that class session;
2. An examination of the assigned readings' relationship to the course objectives;
3. Five full text articles selected that provide substantiation for the arguments made in point 2 above. A copy of each full text article is to be sent electronically to the course instructor; and the full citation for each article is to be provided in the presentation hand-out;
4. Ten (10) multiple-choice prompts / questions (including answers) based on the presentation to be submitted with the handout.

Each presentation will be followed by a 30-minute question and answer period. The student is expected to facilitate this discussion and ensure it remains relevant, interesting, and participatory.

- Due: as assigned in class
- Format: Powerpoint or equivalent
- Handout/hand-in: Powerpoint presentation handouts (3/page) or equivalent (please be sure names are clearly identified)

Note: Any videos utilized in total should not exceed 20 minutes.

Note: A rubric for the presentation will be provided via Desire2Learn.

GRADING SCALE: The following grading scale will be used:

A+ (96-100)	B+ (80-84)	C+ (65-69)	D+ (53-54)
A (90-95)	B (75-79)	C (60-64)	D (50-52)
A- (85-89)	B- (70-74)	C- (55-59)	F (0-49)

LATE PENALTIES

Students who are absent from a scheduled Quiz/exam for legitimate reasons (e.g. illness with the appropriate confirming documentation or religious conviction) 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. The makeup test will not be the same as the originally administered examination and may be in a different modality such as essay format.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments.

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.

Zoom:

The lectures will be delivered online via Zoom. The lectures will be synchronous and attendance is expected. Students are asked to attend class prepared to discuss the readings and participate in the overall discussions. All lectures will be administered synchronously live and a recorded version will **not** be made available. The Quiz component will be asynchronous as described in the course schedule below.

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; it is often to the benefit of others. 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 that purpose.

CURRENT AFFAIRS

In both participation and leading discussions, students are responsible for addressing current affairs. In particular, students should pay attention to the nature of media coverage by comparing western reports on current affairs with indigenous sources. To this end the following sites are recommended:

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

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

Al-Ahram Weekly (Egypt): <https://english.ahram.org.eg/Portal/50/Al-Ahram%20Weekly.aspx>

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

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

Asian Times Online (Taiwan): <https://asiatimes.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.uark.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 online)

Week One – 08 September 2021: The state of the Middle East today

Required Readings:

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/>

Curtis R. Ryan, “Shifting Theories and Shifting Alliances in the Middle East,” (pp. 7-13),
Waleed Hazbun, “In America’s Wake: Turbulence and Insecurity in the Middle East,” (pp. 14-
17) and Bassel F. Salloukh, “From State-Building to State-Fraying Permeability: NSAs in the
Post-Popular Uprisings Arab World,” (pp. 72-75) in *POMEPS Studies 34: Shifting Global
Politics and the Middle East* (March 2019). Link: <https://pomeps.org/pomeps-studies-34-shifting-global-politics-and-the-middle-east>

“Ask A Muslim: Everything you wanted to know about Islam and Muslims but were
embarrassed to ask,” *The 1A* (NPR). 15 March 2017). Link: <http://the1a.org/shows/2017-03-15/ask-a-muslim>.

UNDP, “Executive Summary – Arab Human Development Report 2016: Youth and the
prospects for human development in changing reality,” (29 November 2016). Link:
http://www.arabstates.undp.org/content/rbas/en/home/library/huma_development/arab-human-development-report-2016--youth-and-the-prospects-for/.

George R. Trumbull, “The Environmental Turn in Middle East History,” *International Journal
of Middle East Studies*. Volume 49, Issue 1 (February 2017), pp. 173-180.

Hooshang Amirahmadi, “Dark Geopolitics of the Middle East,” *The Cairo Review*. (July 05,
2015) Link: <https://www.thecaireview.com/essays/dark-geopolitics-of-the-middle-east>.

Recommended Readings:

“De-development: Another Arab awakening is looming, warns a UN report,” *The Economist* (29
November 2016). Link: <https://www.economist.com/news/middle-east-and-africa/21710934-arabs-make-up-just-5-worlds-population-they-account-about-half>.

Anonymous, “The Mystery of ISIS,” *The New York Review of Books*. (13 August 2015). Link: <http://www.nybooks.com/articles/2015/08/13/mystery-isis/>.

United Nations and League of Arab States, “The Arab Millennium Development Goals Report: Facing Challenges and Looking Beyond 2015.” Link: <https://digitallibrary.un.org/record/804239?ln=en>

“Exceptionalism in the Middle East and North Africa,” Video: interview with Stathis Kalyvas (Yale) (16 April 2014). Link: <https://www.youtube.com/watch?v=Ijf2qjie2AQ>

Peter Mandaville, “Islam and Exceptionalism in American Political Discourse.” *PS* Vol. 46, No. 2 (2013). Link: <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/div-classtitleislam-and-exceptionalism-in-american-political-discoursediv/D7312879AB7F2CC57235ED0D320197DE>.

Week Two – 15 September 2021: Sectarianism I

Required Readings:

Tareq Y. Ismael and Jacqueline S. Ismael, “The Sectarian State in Iraq and the New Political Class,” in their *Iraq in the Twenty-First Century: Regime Change and the Making of a Failed State*. (Routledge, 2015), pp. 77-109.

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-great-divide-is-not-sectarianism>

James M. Dorsey, “Sunni ultra-conservatism and Western populism: Two sides of the same coin,” *The Turbulent World of Middle East Soccer*. (6 March 2017). Link: <https://mideastsoccer.blogspot.ca/2017/03/sunni-ultra-conservatism-and-western.html>.

Ussama Makdisi, “The Problem of Sectarianism in the Middle East in an Age of Western Hegemony,” in Nader Hashemi and Danny Postel (eds). *Sectarianization: Mapping the New Politics of the Middle East*. (Oxford University Press, 2017), pp. 23-34.

Bassel Salloukh, “The Sectarianization of Geopolitics in the Middle East,” in Nader Hashemi and Danny Postel (eds). *Sectarianization: Mapping the New Politics of the Middle East*. (Oxford University Press, 2017), pp. 35-52.

Recommended Readings:

Michael Gasper, “Sectarianism, Minorities, and the Secular State in the Middle East,” *International Journal of Middle East Studies*. Volume 48, Issue 4 (November 2016), pp. 767-778.

Daniel Byman, “Sectarianism Afflicts the New Middle East.” *Survival* 56.1 (2014): 79-100.

Eric Davis, "Pensée 3: A Sectarian Middle East," *International Journal of Middle East Studies*. Vol. 40, No. 4 (November, 2008), pp. 555-558.

Ussama Makdisi, "Pensée 4: Moving Beyond Orientalist Fantasy, Sectarian Polemic, and Nationalist Denial," *International Journal of Middle East Studies*. Vol. 40 Issue 4 (November 2008), pp. 559-560.

Week Three – 22 September 2021: Sectarianism II

Required Readings:

Morten Valbjørn, "Three ways of discussing identity politics in the study of international relations of the new Middle East," *APSA MENA Politics Newsletter*, Volume 2, Issue 1 (July 22, 2019). Link: <https://apsamena.org/2019/04/16/still-dripping-with-identity-politics-beyond-classic-identity-politics/>

Madawi Al-Rasheed, "Sectarianism as Counter-Revolution: Saudi Responses to the Arab Spring," in Nader Hashemi and Danny Postel (eds). *Sectarianization: Mapping the New Politics of the Middle East*. (Oxford University Press, 2017), pp. 143-158

Danny Makki, "Why sectarianism fails at explaining the conflict in Syria," openDemocracy. (5 February 2017). Link: <https://www.opendemocracy.net/arab-awakening/danny-makki/why-sectarianism-fails-at-explaining-conflict-in-syria>.

Marc Lynch, "Why Saudi Arabia escalated the Middle East's sectarian conflict," The Washington Post - Monkey Cage blog. (4 January 2016). Link: https://www.washingtonpost.com/news/monkey-cage/wp/2016/01/04/why-saudi-arabia-escalated-the-middle-east-s-sectarian-conflict/?utm_term=.06f0c8c1fc37.

Recommended Readings:

The Other Saudis: Shiism, Dissent and Sectarianism" – A Conversation with Toby Matthiesen (POMEPS - 2015) Link: <https://vimeo.com/131102935>.

Nader Hashemi, "'Rethinking Religion and Political Legitimacy Across the Islam-West Divide,'" *Philosophy and Social Criticism*, 40 (Spring 2014). Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0191453714522803>

Daniel Byman, "Sectarianism Afflicts the New Middle East," *Survival: Global Politics and Strategy*. Volume 56, Issue 1 (2014), pp. 79-100.

Laurence Louër, "Sectarianism and Coup-Proofing Strategies in Bahrain," *Journal of Strategic Studies*. Volume 36, Issue 2 (2013), pp. 245-260.

Week Four – 29 September 2021: Popular Uprisings I – Revolution?

Required Readings:

Billie Jeanne Brownlee & Maziyar Ghiabi, “Passive, Silent and Revolutionary: The ‘Arab Spring’ Revisited,” *Middle East Critique*. Volume 25, Issue 3 (20 May 2016), pp. 299-316.

Bassam Haddad, “Knowledge Production on the Middle East in Times of Upheaval,” *PS: Political Science & Politics*. Volume 46, Issue 02 (April 2013), pp. 240-243. Link: <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/div-classtitleknowledge-production-on-the-middle-east-in-times-of-upheavaldiv/EEB094B0A6C8F28F51D24DE5050C097F>.

Nermin Allam, “Women And The Egyptian Revolution,” *APSA MENA Politics Newsletter*, Volume 1, Issue 4 (Spring 2018), pp. 8-11. Link: <http://web.apsanet.org/mena/wp-content/uploads/sites/6/2018/05/APSA-MENA-Newsletter.-Issue-4.pdf>

Jessica Barnes, “Overstating Climate Change in Egypt’s Uprising,” MERIP blog (10.1.2018). Link: <https://merip.org/2018/10/overstating-climate-change-in-egypts-uprising/>

Recommended Readings:

Joel Beinin, “Civil Society, NGOs, and Egypt’s 2011 Popular Uprising.” *South Atlantic Quarterly* 113.2 (2014): 396-406.

Mona Abaza, “Post January revolution Cairo: Urban wars and the reshaping of public space.” *Theory, Culture & Society* (2014), pp.

Yoel Guzansky and Benedetta Berti, “Is the New Middle East Stuck in Its Sectarian Past? The Unspoken Dimension of the “Arab Spring”,” *Orbis*. Volume 57, Issue 1 (Winter 2013), pp. 135–151.

Talal Asad, “Fear and the Ruptured State: Reflections on Egypt after Mubarak.” *Social Research* 79, no.2 (2012): 271-300.

Sami Zubaida, “The Arab spring in the historical context of Middle East politics.” *Economy and Society* 41, no.4 (2012), pp. 568-579. Link: <http://www.tandfonline.com/doi/full/10.1080/03085147.2012.719299>.

Week Five – 06 October 2021: Popular Uprisings II – Counterrevolution?

Required Readings:

Vijay Prashad, ‘Obituary of the Arab Spring,’ in his *The Death of the Nation and the Future of the Arab Revolution*. (University of California Press, 2016), pp. 1-25.
DS63.123 INTERNET

Wael Eskandar, “Egypt’s Arrested Battlegrounds,” *MERIP blog* (02.7.2019). Link:

<https://merip.org/2019/02/egypts-arrested-battlegrounds/>

Eva Bellin, “Explaining democratic divergence,” Raymond Hinnebusch, “A historical sociology approach to authoritarian resilience in post-Arab Uprising,” Steven Heydemann, “Mass politics and the future of authoritarian governance in the Arab world,” Ellis Goldberg, Arab transitions and the old elite,” Pete W. Moore, “Fiscal politics of enduring authoritarianism,” Robert Springborg, “The role of militaries in the Arab Thermidor,” Yezid Sayigh, “Militaries, civilians and the crisis of the Arab state,” and Ali M Ansari, “Authoritarian populism and the rise of the security state in Iran,” in *The Arab Thermidor: The Resurgence of the Security State*, (Project on Middle East Political Science | LSE Middle East Centre, February 27, 2015), pp. 1-44. Link: https://pomeps.org/wp-content/uploads/2015/03/POMEPS_Studies_11_Thermidor_Web.pdf.

Ariel I. Ahram, “Introduction,” and “The Rise and Decline of Arab Statehood, 1919-2011,” in his *Break all the Borders* (2019), pp. 1-42

Recommended Readings:

Bruce K. Rutherford, “Egypt’s New Authoritarianism under Sisi,” *The Middle East Journal*. Volume 72, Number 2 (Spring 2018), pp. 185-208.

Ewan Stein, “Ideological Codependency and Regional Order: Iran, Syria, and the Axis of Refusal,” *PS: Political Science & Politics*, Volume 50, Issue 3 (June 2017), pp. 676-680.

Jacob Høigilt, “Egyptian Comics and the Challenge to Patriarchal Authoritarianism,” *International Journal of Middle East Studies*. Volume 49, Issue 1 (February 2017), pp. 111-131.

Florence Gaub and Alexandra Laban, “Arab futures: three scenarios for 2025,” Report – No. 22 - 17 February 2015. Link: <http://www.iss.europa.eu/publications/detail/article/arab-futures-three-scenarios-for-2025/>.

Asef Bayat, “The Arab Spring and its Surprises.” *Development and Change* 44, no.3 (2013), 587-601.

Week Six – 13 October 2021: Foreign Intervention I: Iraq

Required Readings:

Tareq Y. Ismael and Jacqueline S. Ismael, “Whither Iraq? Beyond Saddam, Sanctions and the Occupation,” and “Killing the State and Undermining the Nation,” in their *Iraq in the Twenty-First Century: Regime Change and the Making of a Failed State*. (Routledge, 2015), pp. 13-76.

Ariel I. Ahram, “2011: Revolutions in Arab Sovereignty,” and “Kurdistan,” in his *Break all the Borders* (2019), pp. 43-68 and 121-160.

Danny Sjurson, “Surging to Failure,” *TomDispatch*. (9 March 2017). Link: http://www.tomdispatch.com/post/176252/tomgram%3A_danny_sjurson%2C_surging_to_failure/.

Alex de Waal, "Garrison America and the Threat of Global War," *Boston Review*. (December 5, 2016). Link: <https://bostonreview.net/war-security-politics-global-justice/alex-de-waal-garrison-america-and-threat-global-war>.

Recommended Readings:

Paul Rogers, "Understanding Your Enemy: Donald Trump and IS," Oxford Research Group. (30 January 2017). Link: http://oxfordresearchgroup.org.uk/publications/paul_rogers_monthly_briefing/understanding_your_enemy_donald_trump_and.

Audio lecture: "Seeds of Discord: Constitutional Woes from Iraq to the Arab Spring" with Zaid Al Ali. Link: <http://www.belfercenter.org/event/seeds-discord-constitutional-woes-iraq-arab-spring-zaid-al-ali>.

Week Seven – 20 October 2021: Foreign Intervention II: Libya

Required Readings:

Tarek Megerisi, "Libya's global civil war," *ECFR Policy Brief* (European Council on Foreign Relations (June 26, 2019). Link: https://www.ecfr.eu/publications/summary/libyas_global_civil_war1

Jacob Mundy, "The Globalized Unmaking of the Libyan State," *Middle East Research and Information Project - MERIP* No. 290 (Spring 2019). Link: <https://merip.org/2019/07/the-globalized-unmaking-of-the-libyan-state/>

Ariel I. Ahram, "Cyrenaica," in his *Break all the Borders* (2019), pp. 69-95.

Recommended Readings:

Jocelyn Vaughn and Tim Dunne, "Leading from the front: America, Libya and the localisation of R2P," *Cooperation and Conflict*. Vol. 50, No. 1 (March 2015), pp. 29-49.

Christopher S. Chivvis and Jeffrey Martini, "Libya After Qaddafi: Lessons and Implications for the Future," RAND Corporation. (2014). Link: http://www.rand.org/pubs/research_reports/RR577.html.

Stephen Zunes, "Lessons and False Lessons From Libya," *Peace Review*. Vol. 25 Issue 4 (Oct-Dec 2013), pp. 590-595.

Alan Kuperman, "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign," *International Security*. Volume 38, Issue 1 (Summer 2013), pp. 105-136.

Christopher S. Chivvis, "Libya and the Future of Liberal Intervention," *Survival*. Vol. 54 Issue 6 (December 2012), pp. 69-92.

Week Eight – 27 October 2021: Foreign Intervention III: Syria

Required Readings:

Christopher Phillips, “Structure, Agency and External Involvement in the Syria conflict,” *POMEPS Studies 34: Shifting Global Politics and the Middle East* (March 2019), pp. 67-71.
Link: <https://pomeps.org/pomeps-studies-34-shifting-global-politics-and-the-middle-east>

Ariel I. Ahram, “The Islamic State,” and “Conclusion: The Ends of Separatism in the Arab World,” in his *Break all the Borders* (2019), pp. 161-206.
‘Revolution from Above’, ‘Bashaar’s First Decade’, ‘Revolution from Below’, and ‘The Grassroots’ in Robin Yassin-Kassab and Leila Al-Shami. *Burning Country: Syrians in Revolution and War*. (Pluto Press, 2016), pp. 1-76. [eBook: Full Text Online]

Recommended Readings:

Christopher Phillips, “Sectarianism and conflict in Syria,” *Third World Quarterly*. Vol. 36, Issue 2 (February 2015), pp. 357-376.

Lawrence Rubin, “Why the Islamic State won’t become a normal state,” *The Monkey Cage blog* - Washington Post and POMEPS (09 July 2015). Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2015/07/09/why-the-islamic-state-wont-become-a-normal-state/>.

Annie Sparrow, “Syria: Death from Assad’s Chlorine,” *The New York Review of Books*. (07 May 2015), Link: <https://www.nybooks.com/articles/2015/05/07/syria-death-assads-chlorine/>.

Stéphane Valter, “The Syrian War: Religious & Political Representations.” *Syria Studies* 6.3 (2014): 1-36.

Danny Postel, “The War on ISIS: Views from Syrian Activists and Intellectuals” *Dissent Blog*, blog of *Dissent Magazine*. (20 September 2014) [[Link](#)]

Andrew Radin, “The Misunderstood Lessons of Bosnia for Syria,” *The Washington Quarterly*. Volume 37, Issue 4 (2014), pp. 55-69.

Carsten Stahn, ““Between Law-breaking and Law-making: Syria, Humanitarian Intervention and ‘What the Law Ought to Be’” *Journal of Conflict and Security Law*. Volume 19, Issue 1 (2014), pp. 25-48.

Seymour M. Hersh, “The Red Line and the Rat Line: Obama, Erdoğan and the Syrian rebels,” *London Review of Books*. Vol. 36, No. 8 (April 2014), Link: <https://www.newcoldwar.org/seymour-m-hersh-on-obama-erdogan-and-the-syrian-rebels-april-2014/>.

Week Nine – 03 November 2021 – Foreign Intervention IV: Yemen

Required Readings:

Ariel I. Ahram, “Southern Yemen,” in his *Break all the Borders* (2019), pp. 95-120

Stacey Philbrick Yadav, “Yemen Offers Lessons at Different Scales,” *APSA MENA Politics Newsletter*, Volume 2, Issue 1 (April 16, 2019). Link: <https://apsamena.org/2019/04/16/yemen-offers-lessons-at-different-scales/>

Isa Blumi, “Plundering Yemen” and “Its Post-Spring Hiatus, and Coda: Yemen’s Relevance to the Larger World,” in his *Destroying Yemen: What Chaos in Arabia Tells Us about the World*. (Berkeley, CA: University of California Press, 2018), pp. 170-212.

Priya Satia, “Yemen and the Imperial Investments in War,” *Middle East Research and Information Project - MERIP* No. 289 (Winter 2018). Link: <https://merip.org/2019/03/yemen-and-the-imperial-investments-in-war/>

Waleed Hazbun, “American Interventionism and the Geopolitical Roots of Yemen’s Catastrophe,” *Middle East Research and Information Project - MERIP* No. 289 (Winter 2018). Link: <https://merip.org/2019/03/american-interventionism-and-the-geopolitical-roots-of-yemens-catastrophe/>

Recommended Readings:

Helen Lackner, “Chaotic Yemen: The Deconstruction of a Failed State and Regional Interferences,” *AlJazeera Centre For Studies Report* (11 April 2018). Link: <http://studies.aljazeera.net/en/reports/2018/04/chaotic-yemen-deconstruction-failed-state-regional-interferences-180411082414319.html>

Adam Hanieh, “Ambitions of a Global Gulf: The Arab Uprisings, Yemen and the Saudi-Emirati Alliance,” *Middle East Research and Information Project - MERIP* No. 289 (Winter 2018). Link: <https://merip.org/2019/03/ambitions-of-a-global-gulf/>

Jeannie Sowers, “The Saudi Coalition’s Food War on Yemen: An Interview with Martha Mundy,” *Middle East Research and Information Project - MERIP* No. 289 (Winter 2018). Link: <https://merip.org/2019/03/the-saudi-coalitions-food-war-on-yemen/>

Week Ten – 10 November 2021 – no class – Term Break

Week Eleven – 17 November 2021 – The end of the Arab state?

Required Readings:

Bassel F. Salloukh, “Overlapping Contests and Middle East International Relations: The Return of the Weak Arab State,” *PS: Political Science & Politics*, Volume 50, Issue 3 (June 2017), pp. 660-663.

Amr Hamzawy, “Legislating Authoritarianism: Egypt’s New Era of Repression,” Carnegie

Endowment for International Peace. (06 March 2017). Link: <http://carnegieendowment.org/2017/03/16/legislating-authoritarianism-egypt-s-new-era-of-repression-pub-68285>.

Amal Kandeel, “Freshwater Resources in the MENA Region: Risks and Opportunities,” *The Middle East Institute*. (July 10, 2019). Link: <https://www.mei.edu/publications/freshwater-resources-mena-region-risks-and-opportunities>

Recommended Readings:

Audio recording: “Rethinking the Arab State” with Prof. Michael C. Hudson (May 13, 2015). Link: <http://www.belfercenter.org/publication/podcast-collection-rethinking-arab-state-spring-2015-mei-study-group-prof-michael-c>.

“A Discussion of Wael Hallaq’s Islam, Politics, and Modernity's Moral Predicament. Review Symposium: The Impossible State,” *Perspectives on Politics*. Vol. 12 Issue 02 (June 2014), pp. 461-467.

Seyla Benhabib, “The new legitimization crises of Arab states and Turkey,” *Philosophy & Social Criticism*. vol. 40 no. 4-5 (May/June 2014), pp. 349-358.

Week Twelve – 24 November 2021 – Attack on the Vulnerable I

Required Readings:

Tareq Y. Ismael and Jacqueline S. Ismael, “Children of the Occupation: A Decade after the Invasion,” in their *Iraq in the Twenty-First Century: Regime Change and the Making of a Failed State*. (Routledge, 2015), pp. 149-169.

Jessie Hanna Clark, “Feminist geopolitics and the Middle East: Refuge, belief, and peace,” *Geography Compass*. Volume 11, Issue 2 (15 February 2017), Link: <http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/gec3.12304/full>

Marwa Shalaby, “Women’s Political Representation and Authoritarianism in the Arab World,” *Women and gender in Middle East politics - POMEPS* Vol. 19 (2016). Link: <https://pomeps.org/2016/04/14/womens-political-representation-and-authoritarianism-in-the-arab-world/>.

Recommended Readings:

Omer Karasapan, “Will the Middle East’s displaced ever return?” Brookings Institution. (2 June 2015). Link: <https://www.brookings.edu/blog/future-development/2015/06/02/will-the-middle-east-displaced-ever-return/>.

Sarah Bush and Amaney Jamal, “Does Western pressure for gender equality help?” *The Monkey Cage blog* - Washington Post. (30 July 2014) Link: https://www.washingtonpost.com/news/monkey-cage/wp/2014/07/30/does-western-pressure-for-gender-equality-help/?utm_term=.1e5f9812d934.

Lila Abu-Lughod, “Introduction: Rights and Lives,” and “Do Muslim Women (Still) Need Saving?” in her *Do Muslim Women Need Saving?* (Harvard University Press, 2013), pp. 1-53.

Week Thirteen – 01 December 2021: Attack on the Vulnerable II

Required Readings:

Lila Abu-Lughod, “The New Common Sense,” and “Conclusion: Registers of Humanity,” in her *Do Muslim Women Need Saving?* (Harvard University Press, 2013), pp. 54-80 and pp. 201-228.

Tareq Y. Ismael and Jacqueline S. Ismael, “Iraqi Women under Occupation: From Tribalism to Neo-feudalism,” in their *Iraq in the Twenty-First Century: Regime Change and the Making of a Failed State*. (Routledge, 2015), pp. 170-197.

Philippe Fargues, “Mass Migration and Uprisings in Arab Countries: An Analytical Framework,” in G. Luciani (ed.) *Combining Economic and Political Development: The Experience of MENA*, International Development Policy series 7 (Geneva: Graduate Institute Publications, Boston: Brill-Nijhoff, 2017), pp. 170–183. Link: <http://poldev.revues.org/bcrfj.revues.org/2275>.

Recommended Readings:

Adam Hanieh, “Inequalities in the Arab region,” World Social Science Report 2016: Challenging Inequalities: Pathways to a Just World. (UNESCO Social Sciences Studies series, 2016), pp. 102-104. Link: <http://unesdoc.unesco.org/images/0024/002458/245825e.pdf>

Edward Sayre, “Labor Force Conditions of Middle East Youth: The Role of Demographics, Institutions, and Gender in the Arab Uprising Revolts,” in Roksana Bahramitash and Hadi Salehi Esfahani (eds). *Political and socio-economic change in the Middle East and North Africa: gender perspectives and survival strategies*. (Springer, 2016), pp. 75-98. HC415.15 .P6574 2016

Week Fourteen – 08 December 2021: Islamic radicalism and the GWoT (Afghanistan as a case study)

Required Readings:

Hesam Forozan and Afshin Shahi, “The Military and the State in Iran: The Economic Rise of the Revolutionary Guards,” *The Middle East Journal*. Vol. 71, No.1 (Winter 2017), pp. 67-86.

Dara Conduit, “The Syrian Muslim Brotherhood and the Spectacle of Hama,” *The Middle East Journal*. Vol. 70, No.2 (Spring 2016), pp. 211-226.

Kristian Williams, “Armed Social Science: Counterinsurgency and Professional Ethics,” *Middle East Report* No. 279 (Summer 2016). Link: <http://www.merip.org/mer/mer279/armed-social-science>.

“If Islam’s Militants are Sons of the West,” Video: interview with Faisal Devji (Oxford

University) *Reset DOC*. (30 November 2014). Link:
<http://www.resetdoc.org/story/00000022383>.

Case Study of Afghanistan: <https://www.youtube.com/watch?v=zzBVvyBWDD4>
<https://www.youtube.com/watch?v=s9j1H330Nmo>

Osborne, P. (2021, August 20). Us humiliation in Afghanistan could be a turning point in world history. *Middle East Eye*. <https://www.middleeasteye.net/opinion/us-afghanistan-taliban-humiliation-turning-point-world-history>

Recommended Readings:

Faisal Devji, “Against Muslim unity: Even the pilgrimage to Mecca exposes the myth of a united Islam and the formative power of the wider world,” *aeon* (12 July 2016). Link:
<https://aeon.co/essays/the-idea-of-unifying-islam-is-a-recent-invention-and-a-bad-one>

Kenan Malik, “evil and the islamic state,” *The Guardian* (UK). (16 July 2015). Link:
<https://kenanmalik.wordpress.com/2015/07/16/evil-and-the-islamic-state/>.

Faisal Devji, “Politics after Al-Qaeda,” *Philosophy & Social Criticism*. vol. 40 no. 4-5 (May/June 2014), pp. 431-438.

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). 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 Commissioners for Oaths, visit 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>

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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar) (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing

the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

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.

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/.

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>.

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.

Required Access to Technology

Please see the University’s resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

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>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course

at the same time may be allowed under fair dealing.

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 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. You can also visit 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 Tower, MT 116..

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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive

campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

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

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

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