



2017-2018 Academic Year — Winter 2018 Course Outline

UNIVERSITY OF CALGARY — DEPARTMENT OF POLITICAL SCIENCE

POLI 569 SEM 1 Sel Topics Middle East Politics
The reordering of the Arab state system under Pax Americana

Instructor	Tareq Y. Ismael — SS 746 Ph. 220-5928
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Office Hours	F 1:00 - 2:00 or by appointment
Class Time	F 14:00 - 16:45
Class Location	SS 012

Course Description and Objectives

‘The reordering of the Arab state system under Pax Americana’ is a senior-level seminar focused on the contemporary Middle East and its interactions with global political actors. With the end of the Cold War and the 1991 Gulf War the Middle East region was widely recognized as entering a period of hegemony under the United States. Most regional states were active partners of the United States, while those regional states opposed to U.S. designs had lost their Soviet patron and were assumed to face greater pressure in the face of global neoliberalism. The core thematic foci of the course will be twofold: (1) direct intervention into Arab states, whether using overt or covert forces, and (2) the axis along which regional political actors compete for influence and rule within an authoritarian political regime type. To examine the repeated penetration of the region by powerful global actors, with special focus on the direct interventions that followed 1991 as well as the expected ideational power accompanying the supposed triumph of capitalism and liberal democracy in the Cold War. The impacts of these interventions on state and national sovereignty, political violence and its attendant humanitarian consequences, including human rights abuses and catastrophic loss of life, retardation of social and economic development, as well as the increasing outflow of migrants and refugees that in turn are impacting other regional politics will all come under scrutiny for their connection to intervention. Both the overt interventions in Iraq and Libya as well as covert interventions in Syria and Yemen will be examined. The second theme, examining Arab and other regional perspectives on rule will highlight the role(s) of secularism, sectarianism and the clash between popular opposition (progressive and Islamist) and monarchical rule that have animated contemporary political competition amongst elites and regional publics since 1990. Each phenomenon will be engaged in depth and the interconnections explored.

Structured as a pro-seminar format students will be expected to be both well prepared for class sessions and to engage in the seminar format. This course is designed as a pro-seminar with regular student participation expected, focused on the two thematic foci through the concentrated application of the scholarly materials and media assigned, which touch topical empirical events in real time. 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 as well as having attended an additional four-hundred level political science course in comparative politics or international relations as a prerequisite.

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, academics and political actors alike. 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 the ability to actively and skillfully conceptualize their own positions, applying, analyzing, synthesizing, and/or evaluating information gathered from class sessions and required readings and research that will allow them to generate observation(s), bring to bear their own experience, reflections and reasoning, in an effort to communicate on the subject at hand. In class discussions, presentations as well as written assignments students will be expected to demonstrate accuracy, breadth, clarity, consistency, depth, fairness, good reasoning, precision, relevance, and the deployment of sound evidence.

This will require the faculty 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 your fellow students. In doing so, you are expected to demonstrate both competencies with the basics of contemporary Middle East politics as well your own facility with critical thinking. Critical thinking is differentiated from simple criticism and even 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.

Course Requirements & Grades (*tentative and subject to change*)

Class Participation		10%
Midterm	February 16, 2018	20%
Research Presentation (individual)	Weeks eight - thirteen (by schedule)	20%
Research Essay	April 13, 2018	30%
Reading Inventories	weekly	10%
Final Exam (in class)	April 13, 2018	10%

*******All assignments must be completed in order to complete the course.*******

Class participation (10%) - your participation will be assessed across three components:

1. Attending class
2. Being prepared by reading assigned work
3. Participating in class discussions

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 future seminars.

Reading inventory (10%) - 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 three (3) of the major concepts/issues introduced in the assigned readings and explain their significance to the larger course objectives. They are due in class (as a hard copy) and will not be accepted for assessment thereafter.

As you prepare your reading inventory you should attempt to have it:

- demonstrate that you have completed the readings;
- initiate a conversation over the content of the readings;
- identify how they inform the course themes;
- identify what the author(s) aim(s) were and who their audience was meant to be;
- suggest how they were persuasive - or unpersuasive (from your perspective)

With its pro-seminar format POLI 569 makes demands on you to attend and participate fully, including sound preparation for each class session, participation in the discussions and the development of skills by which to positively engage with your classmates in a collegial environment that promotes an intellectually safe learning environment. The Reading Inventory serves as your first stab at demonstrating initiative each week, while also ensuring that each of you is afforded the opportunity to speak in your own voice without concern about equitable time being provided to everyone in the room. In this manner, should the inevitable occur and you not find yourself afforded opportunity you can be sure that the instructor will be well aware that you arrived prepared and that you had engaged the materials thoroughly. Moreover, it also allows for you to raise issues directly with me that we may not have time for in class.

Note: There are seven weeks with assigned readings (Weeks 1, 2, 3, 4, 5, 6 and 15); it is expected that you will **complete five** Reading Inventories out of these seven opportunities.

Midterm Exam (20%) - The Mid-term Exams will take place at the beginning of the scheduled class session. It will be comprised of sixty (60) multiple-choice questions based on the required readings (week's one through six), the associated class lecture(s), and the documentary film(s) shown. **Make Up Exam(s)** – *Are only possible if a student has an acceptable excuse (as outlined in the University of Calgary Calendar) and provides necessary documentation. Make up quizzes/exams are administered and scheduled by the department; the schedule will be made available on 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).

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>.

Research presentation (20%) - The purpose of the presentation is to elaborate - not just summarize! - on the theme of your research project by utilizing the scholarship you have found through your own research as well as the assigned materials from earlier in the term. You may also provide an 'update' on your topic if current events suggest that to be a good idea, with the key being to integrate your work to the theme(s) identified within the course objectives.

Each presentation will be allotted 20-minutes in which to present your research and should be aimed at integrating the following:

1. clearly identify the topic of your research and its relevance to the course
2. the research items you have identified as useful to your project
 - this is to consist of three-to-five (3-5) items - either monographs/books, peer reviewed journal articles, or chapters from scholarly books (such as edited collections) - they should be 'current' (published in the last five years) or if older a reason provided for their inclusion;
 - any readings assigned earlier in the term that are also pertinent to the presentation and topic);
 - also note how the assigned readings' relate to the course objectives;
 - the full citation for each article is to be provided in the presentation hand-out;
3. identify the approach and aims of each author - especially where they agree and disagree with one another;
 - this could include the author's orientation or ideological position, their methodology, their disciplinary perspective etc.
 - do the readings suggest different 'schools' of thought exist on the topic of your research?
 - where are these differences of opinion and approach found - or how would you identify the 'debate' the writers/ authors are having?
 - Where do they agree in spite of differences?
4. 'situate' yourself between the various authors so as to make plain to your audience / readers where you have come to stand on the topic you have researched;
 - you could see this as a way to honestly appraise the impact of the research and writing exercise on how you have come to understand your chosen topic;

Each presentation will be followed by a 15-20-minute discussion period where you can exchange ideas with your fellow students as well as the course instructor. You may facilitate this discussion by providing questions or prompts at the end of your presentation, by distributing a handout prior to the presentation through which to spur interest and engagement and by tying your presentation to the broader themes and earlier discussions from the course so as to ensure an inclusive and engaging atmosphere. The discussion segment of the presentation should remain relevant, interesting, and participatory.

- Due: as assigned in class
- Format: Powerpoint, or equivalent
- Handout/hand-in: Powerpoint presentation handouts (3 slides / page) or equivalent (please ensure your name and student ID# is clearly identified)

Note: submitted electronically to the course D2L site prior to 11:59 p.m.

Note: Any videos utilized in total should not exceed 20 minutes and have citation provided.

*****A rubric for the presentation is included below*****

Research Essay (30%) - each student will craft and write an original research essay on a topic of their choosing. This project will lead to both the presentation outlined above as well as a written essay of seven to ten (7-10) pages. The topic should fall within the two primary thematic foci of the course, be informed by library/resource research as well as sources provided in class (relevance and utility to be determined by your own assessment).

The essay (due April 13, 2018 via D2L) is what it says. It presents your original research, formulating your findings as an analytical and/or interpretive contribution to your chosen topic. The research puts you in the position of being a political scientist and the argumentation allows you to establish your own position on a given issue. The essay should demonstrate your application of course materials and available resources to analyze the politics of the Middle East.

Your final product will be assessed on how well you succeed in producing a well thought out and clear essay which shows you can interpret and intelligently discuss the issue and how well you can support your findings with evidence. If you can't find sufficient sources you may have to rethink your subject. This assignment is designed to help serve the overall goals of the class: developing critical reading, thinking, and research skills through the examination of salient international political ideas and issues related to the politics of the Middle East.

Remember, your aim is not simply to “report” what happened, but to analyze and interpret. You must develop a central argument or thesis and support it. Explain the significance and implications of your topic; fit it into what we have examined in class. Your argument may be based on research in primary sources, but it is assumed you will predominantly use secondary sources.

Keep in mind your intended audience: Your reader(s) should not be expected to be specialists in this field. Assume that your readers have, in general, your level of education, but are not necessarily majoring in the same subject area. You will have to define terms and explain concepts based on the general level of expected knowledge in the class. Write for your peers – not for the academy (your Professor(s)).

Your essay does not have a chance to be substantive unless you have substantive sources. Out of the minimum 3-5 required sources you find through your research you may need to read through dozens of works that show promise based on their title or indexed keywords alone, selection of your sources demonstrates your research skills as well as discernment as to quality, utility and the persuasiveness they each provide in support of your project.

Remember ... The essay is used to assess your mastery and comprehension of course and course-related material. The essay is a short piece, and it is therefore impossible to give all things full play within the limits of a single essay. Demonstrate where you stand relative to the readings assigned in class as well as the evidence and arguments your research uncovered and you will produce an original piece of writing that conveys your position.

*****Please examine the ‘Essay Evaluation Form’ (or rubric) which will be utilized when grading your written work in this course.*****

*****to be submitted electronically to the course D2L site prior to 11:59 p.m.*****

A note on the length of written submissions: I tend to provide page length for each written component as a way to keep things flexible within a coherent range. I am not overly concerned with minimums or maximums. Aim for the pages identified, but I would prefer that you do not focus on length (whether page- or word-count). I keep my expectations flexible as I am more concerned with the quality of your writing, analysis, argumentation and research rather than focusing on arbitrary limitations.

I understand your desire for a concrete limit on the assignment, but it is my experience that keeping some amount of flexibility allows the wide differences in students and their approaches to their schoolwork - some people want concrete minimums and maximums, others find that constricting.

Final Exam (in class) (10%) - two essays written over 90-minutes from amongst five essay questions / prompts provided in class. The exam will be closed-book; if aids are required please do not hesitate to speak with me in advance so that a scheduled time can be arranged (<http://www.ucalgary.ca/access/students/book>). The final exam essay rubric found below is assessed out of ten points – with the two scores averaged to determine your final exam grade.

Penalties assigned to late/missing submissions:

All assignments submitted via D2L dropbox (presentation slides and handouts (if used) and the research essay) will be deducted 10% per day they are late.

The reading inventory is to be submitted - **in hard copy** - at the beginning of each class session. As noted in the assignment description above: there are seven weeks with assigned readings (Weeks 1, 2, 3, 4, 5, 6 and 15); it is expected that you will **complete five** Reading Inventories out of these seven opportunities.

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.

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.

POLI 569 Winter 2018 Grading Schema:

The Department of Political Science adheres to the University of Calgary Grading System

Grade	Grade Point Value	Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.
A-	3.70	
B+	3.30	
B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.
B-	2.70	
C+	2.30	
C	2.00	Satisfactory - basic understanding of the subject matter.
C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)
D+	1.30	
D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.
F	0	Fail - unsatisfactory performance or failure to meet course requirements.

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

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.

REQUIRED TEXTBOOK

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.

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. ISBN-10: 1138831336 | ISBN-13: 978-1138831339 [on reserve]

Ebook available: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1975259>

Andrew J. Bacevich. *America's War for the Greater Middle East: A Military History*. Random House, 2016. ISBN-10: 0553393952 | ISBN-13: 978-0553393958 [on reserve]

Alfred W. McCoy. *In the Shadows of the American Century: The Rise and Decline of US Global Power*. Haymarket Books, 2017. ISBN-10: 1608467732 | ISBN-13: 978-1608467730 [on reserve]

Please note: with all the readings available on reserve or electronically, it would be best practices to ensure that you access the readings well in advance of your needing them. Hard copy reserves at the library will be time limited and the electronic book chapters and journal articles listed in the weekly reading lists below can be 'Single-User'. This refers to the license the University of Calgary's library holds for the journal or ebook. For our class of (<20 students) a Single-User ebook is most often adequate. However, the library recommends that you download the required pages ahead of the class date in order to avoid access issues. For instance, several chapters from "Land of Blue Helmets: The United Nations and the Arab World" (University of California Press, 2016) are assigned in this course. It is available through the library as an eBook and under the license the University of Calgary's library holds for it downloads are limited to 165 pages per session (per day). Moreover, internet access can interfere with any last minute planning so it is advised to plan - and read! - ahead.

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-Jazeera: <http://english.atjazeera.net>
AI-Ahram Weekly:
<http://weekly.ahram.org.eg/>
Haaretz: http://www_haaretzdaily.com/
Jordan Times: <http://www.jordantimes.com>
Asian Times Online:
<http://www.atimes.com/>

BBC: <http://www.bbc.co.uk/>
New York Times: <http://www.nytimes.com/>
Fox News: <http://www.foxnews.com>
Jadaliyyah, Iraq:
<http://www.jadaliyya.com/pages/indexi>

COURSE SCHEDULE AND READINGS

(tentative and subject to change; all articles are available through the library or 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 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.

Week One (January 12, 2018) - from Gulf Wars to the end of the Arab state

Vijay Prashad, 'The time of the Popular Front,' *Third World Quarterly*. Volume 38, 2017 - Issue 11 (2017): 2536-2545.

Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01436597.2017.1350103>

Michael Barnett, "Armed for Humanity," in his *Empire of Humanity: A History of Humanitarianism*. (Cornell University Press, 2011).

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=186&docID=3138200&tm=1512490555452>

Andrew Bacevich, 'War of Choice', in his *America's War for the Greater Middle East* (2016), pp. 3-108. [on reserve]

Odd Arne Westad, "The Cold War and America's Delusion of Victory," *The New York Times*. (August 28, 2017).

Link-1: <https://www.nytimes.com/2017/08/28/opinion/cold-war-american-soviet-victory.html>

Link-2: <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1932712366>

Richard Falk, "Severe State Crime and Double Standards: A Lecture by Professor Richard Falk, Kings College London, 11 November 2013," *State Crime Journal*. Volume 4, Issue 1 (2015), pp.4-15. DOI: 10.13169/statecrime.4.1.0004

Link:

<http://go.galegroup.com/ps/i.do?p=AONE&u=ucalgary&id=GALE|A419535410&v=2.1&it=r&id=AONE&asid=97465b33>

Note: if you would like to watch him deliver the above address see - Lecture by Professor Richard Falk on 'Severe State Crime and Double Standards' (50 minutes)

King's College London | ISCI Link: <https://www.youtube.com/watch?v=VUL8pN-sqqE>

Week Two (January 19, 2018) – Cold War foundations of intervention

Nathan J. Citino, "The 'Crush' of Ideologies: The United States, the Arab World, and Cold War Modernisation," *Cold War History*, Vol. 12, No. 1 (February 2012), pp. 89-110.

Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14682745.2010.506608>

(continued) Week Two (January 19, 2018) – Cold War foundations of intervention

Odd Arne Westad, 'The 1980s: the Reagan offensive,' *The Global Cold War: Third World Interventions and the Making of Our Times*. (New York: Cambridge University Press, 2005/2007), pp. 331-363. TFDL - General Collection, Taylor Family Digital Library - Main, D843 .W47 2005

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=347&docID=1103797&tm=1512491307153>

Bruce D. Jones and Stephen John Stedman, "Civil Wars & the Post–Cold War International Order," *Daedalus*. Volume 146, Issue 4 (Fall 2017), pp. 33-44.

Link: http://www.mitpressjournals.org/doi/full/10.1162/DAED_a_00457

Week Three (January 26, 2018) - covert conflict and proxy relations

Alfred McCoy, 'Covert Netherworld,' in his *In the Shadows of the American Century: The Rise and Decline of US Global Power* (2017). [on reserve]

Odd Arne Westad, 'The Gorbachev withdrawal and the end of the Cold War,' *The Global Cold War: Third World Interventions and the Making of Our Times*. (New York: Cambridge University Press, 2005/2007), pp. 364-395. TFDL - General Collection, Taylor Family Digital Library - Main, D843 .W47 2005

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=380&docID=1103797&tm=1512491647404>

Alex Marshall, "From civil war to proxy war: past history and current dilemmas," *Small Wars & Insurgencies*. Volume 27, 2016 - Issue 2 (2016), pp. 183-195

Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09592318.2015.1129172>

Andrew Bacevich, 'War of Choice', in his *America's War for the Greater Middle East* (2016), pp.3-108. [on reserve]

Week Four (February 2, 2018) - regime change, humanitarian intervention and global order

Poorvi Chitalkar and David M. Malone, 'The UN Security Council and Ghosts of Iraq,' and Coralie Pison Hindawi, 'Iraq: Twenty Years in the Shadow of Chapter VII,' in Karim Makdisi and Vijay Prashad (Editors), *Land of Blue Helmets: The United Nations and the Arab World*. (University of California Press, 2016). eBook: Full Text online

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4689385>

Andrew Bacevich, 'Iraq Again' and 'Generational War' in his *America's War for the Greater Middle East* (2016), pp. 342-372. [on reserve]

Raymond Hinnebusch, "The Sectarian Revolution in the Middle East," *R/evolutions: Global Trends & Regional Issues*. Vol 4, No. 1 (2016 | updated: 8-01-2017), pp. 120-152.

Link-1: <https://research-repository.st-andrews.ac.uk/handle/10023/9988>

Link-2: <http://hdl.handle.net/10023/9988>

Week Five (February 9, 2018) - intervention and global consequences

Lucia Pradella & Sahar Taghdisi Rad, 'Libya and Europe: imperialism, crisis and migration,' *Third World Quarterly*. Volume 38, 2017 - Issue 11 (2017): 2411-2427.

Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01436597.2017.1350819>

Jeff Bachman, 'Libya: A UN Resolution and NATO's Failure to Protect,' in Karim Makdisi and Vijay Prashad (Editors), *Land of Blue Helmets: The United Nations and the Arab World*. (University of California Press, 2016). eBook: Full Text online

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4689385>

Andreas Krieg, "Externalizing the burden of war: the Obama Doctrine and US foreign policy in the Middle East," *International Affairs*. Volume 92, Issue 1 (2016), pp. 97 - 113.

Link-1: <https://doi.org/10.1111/1468-2346.12506>

Link-2: <http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/1468-2346.12506/abstract>

Week Six (February 16, 2018) - vision, interpretation and the future

Alfred McCoy, 'Grandmasters of the Great Game,' in his *In the Shadows of the American Century: The Rise and Decline of US Global Power* (2017). [on reserve]

Shaden Khallaf, 'The Sflian Refugee Crisis in the Middle East,' Karim Makdisi and Vijay Prashad (Editors), *Land of Blue Helmets: The United Nations and the Arab World*. (University of California Press, 2016). eBook: Full Text online

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4689385>

Marc Lynch and Laurie Brand, 'Refugees and Displacement in the Middle East,' Adam G. Lichtenheld, 'Beyond Ethno-sectarian 'Cleansing': The Assortative Logic of Forced Displacement in Syria,' and Kelsey P. Norman, Lisel Hintz and Rawan Arar, 'The Real Refugee Crisis is in the Middle East, not Europe,' in POMEPS Studies 25: Refugees and Migration Movements in the Middle East (March 2017). Link: <https://pomeps.org/2017/03/29/refugees-and-migration-movements-in-the-middle-east/>

Deepa Kumar, "The Foreign Policy Establishment and the 'Islamic Threat'" in her *Islamophobia and the Politics of Empire: The Cultural Logic of Empire* (Haymarket Books, 2012),pp. 113-136. TFDL - General Collection, Taylor Family Digital Library - Main , BP52 .I8543 2012.

[on reserve]

Week Seven Reading Week [break - no class]

Note: the class sessions for week's eight (8) through thirteen (13) are set aside for presentations

Week Eight (March 2, 2018) - presentations (3)

Week Nine (March 9, 2018) - presentations (3)

Week Ten (March 16, 2018) - presentations (3)

Week Eleven (March 23, 2018) - presentations (3)

Week Twelve – Good Friday (March 30, 2018) [no class]

Week Thirteen (April 6, 2018) - presentations (3)

Week Fourteen (April 13, 2018) - regional order and populism under hegemonic retreat

Odd Arne Westad , 'Conclusion: Revolutions, interventions, and great power collapse,' *The Global Cold War: Third World Interventions and the Making of Our Times*. (New York: Cambridge University Press, 2005/2007), 396-407. TFDL - General Collection, Taylor Family Digital Library - Main, D843 .W47 2005

Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=412&docID=1103797&tm=1512493083156>

Richard Falk, "Rethinking the Arab Spring: uprisings, counterrevolution, chaos and global reverberations," *Third World Quarterly*. Volume 37, Issue 12 (2016), pp. 2322-2334.

Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01436597.2016.1218757>

POLI 569 – Final Exam Essay Evaluation Form – April 13, 2018 | **Essay One** – (/10 = %)

<i>Area</i>	Portion of Grade	Definition
General Presentation	2 points	
	0.0	<ul style="list-style-type: none">○ Sufficient coverage of course materials/content?○ Grammar, spelling, punctuation, citations, references and bibliography.○ Are quotations clearly demarcated.
Organization and Effective Argumentation	4 points	
	0.0	<ul style="list-style-type: none">○ Is the argument clearly and logically laid out? Is what you are saying clear?○ Are relevant terms, dates, and issues, clarified and defined when necessary? Is plain English or technical jargon used? Be precise. Be clear.○ Is the argument thorough and substantiated by sufficient evidence and support? Are ideas developed in a structured manner and focus maintained without monotony and unnecessary repetition?
Critical Analysis	4 points	
	0.0	<ul style="list-style-type: none">○ Are interesting or original ideas presented.○ Where appropriate, are sources and arguments found in the assigned literature critically evaluated and engaged.○ Is the argument persuasively presented and not a simple summary of the cited material.○ Is the argument engaging the material or providing a narrative.

Scoring Rubric for Final Exam Essay Questions

Level of Achievement	General Presentation	Effective Argumentation	Critical Analysis
Exemplary (>4 pts)	<ul style="list-style-type: none"> • Provides a clear and thorough introduction and background • Addresses the question / prompt • Presents arguments in a logical order • Uses acceptable style and grammar (no errors) 	<ul style="list-style-type: none"> • Demonstrates an accurate and complete understanding of the question • Uses several arguments and backs arguments with examples, data that support the conclusion 	<ul style="list-style-type: none"> • Demonstrates all seven habits of mind associated with critical thinking; • Provides assessment of conclusions, argumentation and consequences of assigned materials;
Quality (3 pts)	<ul style="list-style-type: none"> • Combination of above traits, but less consistently represented (1-2 errors) • Same as above but less thorough, still accurate 	<ul style="list-style-type: none"> • Uses only one argument and example that supports conclusion 	<ul style="list-style-type: none"> • Exhibits several of the habits; • Accurate application of more than one habit;
Adequate (2 pts)	<ul style="list-style-type: none"> • Does not address the question explicitly, though does so tangentially • States a somewhat relevant argument • Presents some arguments in a logical order • Uses adequate style and grammar (more than 2 errors) 	<ul style="list-style-type: none"> • Demonstrates minimal understanding of question, still accurate • Uses a small subset of possible ideas for support of the argument. 	<ul style="list-style-type: none"> • Evidences only one critical thinking habit; • Does not apply exhibited habit to sources; • Presents application of habits to the identified topic / issue;
Needs improvement (1 pts)	<ul style="list-style-type: none"> • Does not address the question • States no relevant arguments • Is not clearly or logically organized • Fails to use acceptable style and grammar 	<ul style="list-style-type: none"> • Does not demonstrate understanding of the question, inaccurate • Does not provide evidence to support response to the question 	<ul style="list-style-type: none"> • Minimal acknowledgment of one (or more) habit; • No application of habits to sources or the topic identified;
No Answer (0 pts)			

POLI 569 Presentation Rubric (20% of final grade)

	0–Unsatisfactory	2–Satisfactory	3–Proficient	4–Outstanding
<p>Organization Is the presentation easy to understand? (4 points)</p>	Presentation has no sequence. Audience cannot follow the material.	Presentation has limited organization. Beginning, middle, and end are present, but unclear. Audience has difficulty following the presentation.	Presentation has a logical, interesting sequence. Order of presentation makes sense. Beginning, middle, and end are obvious. Most details are in the right place.	Presentation has a logical, interesting sequence. Clear direction moves audience through the presentation. Beginning gains attention. Details fit and build to main point. Provokes thought.
<p>Subject Knowledge Does the presenter have a clear understanding of their subject? (4 points)</p>	Limited or no grasp of subject. Can provide only vague or no answers to questions.	Student has limited knowledge, is uncomfortable with material. Provides only limited answers to questions.	Demonstrates clear knowledge of material. Elaboration or explanation may be limited. Can answer questions when asked.	Demonstrates full knowledge of subject (more than required). Explanations are thorough and clear. Provides excellent answers to questions.
	0–Unsatisfactory	1–Satisfactory	2–Proficient	3–Outstanding
<p>Support Materials Did the electronic or paper support materials enhance the presentation? (3 points)</p>	No or limited materials. Poorly selected information. Materials are unclear. Sloppy work.	Materials connected to presentation, but may lack clarity, be too limited, or lack insight. Editing may be needed.	Materials reinforce presentation and generally effective. Information presented provides insight and informs audience. Graphics are appropriate. Limited editing needed.	Materials reinforce presentation and are visually pleasing. Information presented provides insight and informs audience. Graphs and charts are appropriate.
<p>Delivery Was the presentation effective? Did the presenter engage the audience? (3 points)</p>	No connection to material or audience.	Limited connection to material or audience. Indifferent. Presentation is flat, stiff.	Personality, flavor, style of presenters show sometimes. Pleasant and acceptable. Connection with audience more less clear.	Confident, honest style gives viewer a clear sense of presenters’ convictions. Engages audience with eye contact, an engaged voice, and positive body language.

<p>Language Use Did the presenter use clear, correct, appropriate English? (3 points)</p>	<p>Language detracts from the presentation. Language may be inappropriate.</p>	<p>A mixture of effective and ineffective language. May use slang or jargon. May use too complex language for the audience.</p>	<p>Presented in generally effective language. Only minor problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.</p>	<p>Presented in natural, smooth language. No distracting problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.</p>
<p>Classroom Discussion Did the presenter engage students, ask penetrating questions, and link material to contemporary examples? (3 points)</p>	<p>Classroom discussion was brief, lacked substance, and failed to engage students.</p>	<p>Limited success engaging students in discussion and keeping it topical. Discussion questions demonstrate weak understanding of central concern of reading. Weak link between reading and contemporary concerns/issues.</p>	<p>Classroom discussion on topic and sustained. Discussion questions demonstrate and understanding of the reading. An effort was made to link the reading to contemporary concerns/issues.</p>	<p>Classroom discussion was engaging and lively. Questions challenged students to think deeper about the material and their own perspectives. Presenter linked the discussion questions to contemporary examples, moral dilemmas, or public policies. A true exchange of ideas was evident.</p>

POLI 569 Research Essay Evaluation Rubric

	Highly Competent (5 points)	Competent (4 points)	Minimally Competent (2-3 points)	Not Competent (0-1 points)
Introduction and Conclusion (5 points)	Research question / purpose statement is clear and its relevance identified in relation to the chosen topic. The research question is unambiguous, framed in a manner to be 'falsifiable' and its significance clearly identified. <u>Conclusion</u> 'speaks' to the introduction, re-stating the thesis / research question / purpose statement within aspects relevant to the chosen topic and its relationship to the course. The research question is provided <i>an</i> answer as supported by the findings and its persuasiveness coherent and significance made clear.	Research question / purpose statement is present and its relevance somewhat related to the chosen topic. The research question is present, though the essay is not always in conformity with its design or significance. <u>Conclusion</u> 'speaks' only to portions of the introduction or introduces new material, with the purpose statement not always framed within the chosen topic or the course. The research question is provided an unclear answer, unsupported by the findings and its importance or persuasiveness not consistently clear.	Research question / purpose statement is not consistently present and its relevance only somewhat related to the chosen topic or course. The research question is uncertain and its significance not clearly discerned. <u>Conclusion</u> does not speak to the introduction, introduces new material and the research question / thesis / purpose statement is not always maintained with the framing or made relevant to the chosen topic or the course. The research question is not provided an answer, or one unsupported by the findings.	Research question / purpose statement is not present and its relevance not consistently related to the chosen topic or course. The research question is ambivalent and its significance not discerned. <u>Conclusion</u> does not speak to the introduction, introduces new material and the research question / thesis / purpose statement is not maintained with the framing or made relevant to the chosen topic or the course. The research question is not provided an answer.
Sources and Research (5 points)	Research items clearly identified and their argument(s) / thesis and contribution provided for the reader as well as the writer's assessment of their persuasiveness. Essay incorporates references to sources as appropriate to support argument; recognizes when assertions / points / assumptions require references to sources; makes use of appropriate, legitimate sources; interprets sources correctly; cites sources consistently and correctly; distinguish between paper writer's voice and sources' voices	Research items clearly identified and their argument(s) / thesis and contribution provided for the reader, though the writer's assessment of their persuasiveness is not determined or engaged critically. Consistently supports points with references to sources and interprets them correctly; careful use of a range of suitable sources on multiple (both!) sides of the issue raised by the research question / purpose; thorough, consistent citations (not just for direct quotations); always distinguishes between author's voice and sources'	Most research items clearly identified and their argument(s) / thesis and contribution provided for the reader; the writer's assessment of their persuasiveness is not determined or engaged critically. Makes accurate references to sources through most of paper, though some issues raised should have cited sources - or made note of when they were raised in required readings; use of limited but appropriate sources; consistent citations for quotations and some other material; generally makes clear when expressing own view versus that of sources.	Research items not identified and their argument(s) / thesis and contribution are not always provided for the reader; the writer's assessment of their persuasiveness is not determined or engaged critically. Citations deployed only for quotations; presents opinions without support from sources; inconsistent citation format and demonstrates poor judgment in use of sources, failing to recognize source bias; often muddles author's voice and source.

	Highly Competent (5 points)	Competent (4 points)	Minimally Competent (2-3 points)	Not Competent (0-1 points)
Organization (5 points)	Essay presents focused response to research question / purpose statement in standard essay form; organized as assignment prescribes; uses clear transitions to connect parts of essay; groups research material into coherent paragraphs with topic sentences; responds to all parts of question / purpose; avoids digressions and irrelevant information	Focused, logical approach overall - clear opening that states what essay reader should expect and frames full response to question, body paragraphs in order implied by question (argument, counter argument, and rejoinder), and brief conclusion; transitions make structure clear; sound paragraph construction; complete response; no digressions	Generally clear structure, with defined opening that identifies proposed thesis / purpose and previews some of what follows; structure and order generally corresponds to what question requires; most paragraphs well constructed; includes all required parts of assignment, though some may be underdeveloped; usually on point.	Essay structure is unclear - opening fails to state point and offers poor preview of argument, sometimes fails to distinguish between research question and argumentation or opposing position(s), no conclusion or one poorly connected to what preceded it; few transitions between paragraphs and sentences; fails to answer significant part of question; some irrelevant material
Writing (5 points)	writing communicates clearly allowing essay to be understood by appropriate reader; appropriate social science terminology; follows appropriate language conventions (spelling, punctuation, capitalization, word choice, etc.)	Meaning is generally clear to informed reader, but poor writing sometimes impedes comprehension or proves distracting; frequent misuse of political science terminology; language is often too vague, imprecise, or casual.	Communicates clearly; lapses in certain conventions rarely impede comprehension; social science terminology generally used correctly but sometimes not employed where appropriate; occasional vague or imprecise language.	Meaning is generally clear to informed reader, but poor writing sometimes impedes comprehension or proves distracting; frequent misuse of social science terminology; language is often too vague, imprecise, or casual.
	Highly Competent (9-10 points)	Competent (7-8 points)	Minimally Competent (5-6 points)	Not Competent (0-4 points)
Analysis and Argumentation (10 points)	Clearly frames the problem to be addressed - thesis statement or research question - unambiguously; claims are stated; assumptions and arguments are consistent and openly acknowledged; evidence is employed appropriately to support claims; competing viewpoints are presented fairly; critical thinking is demonstrated through evaluation of arguments and questioning of the assumptions and implications of the position(s) asserted and recognition of the limits or flaws in evidence.	Frames the problem to be addressed in assignment and - thesis statement or research question is present but not always fully formed; executes consistent argument throughout; supports argument with appropriate evidence that is on point; presents both own and opposing position effectively and fairly; careful to recognize problems with assumptions, arguments, and evidence.	Identifies the problem to be addressed in assignment - thesis statement or research question is not consistent - even vague; generally consistent argument but occasional lapses; most evidence is appropriate but sometimes not directly on point or of suspect quality; defends own position well but may present caricature or simplified view of opposing position; shows some critical thinking by questioning assumptions, arguments, and/or evidence.	Opening talks around the problem to be addressed in assignment - doesn't identify position; offers points as arguments that would not persuade reader who did not share author's position; evidence often missing, inappropriate, or suspect; opposing view mischaracterized or given scant treatment; no rejoinder to opposing view; superficial critical awareness shown in use of evidence and discussion of assumptions and arguments.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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 can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head.

University Regulations:

Students are encouraged to familiarize 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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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 will be destroyed after three months; 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 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, 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: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca



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- up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
- one chapter from a book
- a single article from a periodical
- an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
- an entire newspaper article or page
- an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
- an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work provided that in each case, no more of the work is copied than is required in order to achieve the allowable purpose

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