

PLSC-267N: Government and Politics of the Middle East

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Course description

This course introduces students to questions and debates concerning the contemporary politics of the Middle East and North Africa. For decades, the region has occupied the imagination of policymakers, journalists, and scholars. What explains the persistence of forms of authoritarian rule? Do elections, civil society organizations, and public opinion matter? How do religious, tribal, and other collective identities organize political and social life? Does oil play a role in economic inequality and underdevelopment? Why do ordinary people mobilize and protest for political change? Over the course of the semester, students will learn to think critically about these and other questions animating the contemporary politics of the Middle East and North Africa. Students will use insights from social and political theory to evaluate empirical trends in politics, society, and economics in the region. We will explore the major concepts and theories political scientists use to study phenomena such as the state, regimes, religion, identity, and popular protest. By adopting an approach that is both critical and comparative, students will develop an understanding of the region's politics grounded in its underlying social and political dynamics.

Objectives and learning outcomes

- Develop a sophisticated understanding of the contemporary politics of the region grounded in interdisciplinary approaches to the study of politics, society, economics, law, and history.
- Critically evaluate social scientific research and popular or press accounts of the contemporary politics of the region.
- Understand current political developments in at least one country in the region.
- Strengthen your ability to use the tools of comparative social science to answer key questions and debates concerning the contemporary politics of the region.
- Effectively communicate your ideas, reflections, and research findings to different audiences in different formats.

Prerequisites

There are no formal prerequisites to enroll in this course. However, since we will read some more advanced work from political science, it will help to have some background in political science, comparative politics, and/or international relations. Similarly, previous coursework in Middle East and/or North African politics, history, or society is recommended, but not required. With a little bit of curiosity and hard work, you can succeed in this class even if you have not taken any previous coursework in political science or the Middle East and/or North Africa.

Country expertise

At the beginning of the semester, students will choose or be assigned to one country in the Middle East or North Africa. Throughout the semester, students are expected to 1) learn basic facts about their assigned country's government, politics, society, and economy and 2) follow important developments in their assigned country by reading various English-language local and international news sources. At the start of each class, country experts may be called on to summarize recent developments in their country. If something important or newsworthy happens in your country, you can expect to be asked about it in class. To help you prepare, you may want to consider setting up a [Google Alert](#) for your country (i.e., "Iran," "Saudi Arabia," or "Egypt").

You may choose one (1) of the following countries:

- | | | | |
|-----------|-----------|----------------|-----------|
| – Algeria | – Israel | – Morocco | – Syria |
| – Bahrain | – Jordan | – Oman | – Tunisia |
| – Egypt | – Kuwait | – Palestine | – Turkey |
| – Iran | – Lebanon | – Qatar | – UAE |
| – Iraq | – Libya | – Saudi Arabia | – Yemen |

Class schedule

Week	Day	Date	Theme
1	Tue	26 Aug	Introduction
1	Thu	28 Aug	“What” and “where” is the Middle East?
2	Tue	2 Sep	Islam
2	Thu	4 Sep	The Ottoman Empire (Map quiz 1)
3	Tue	9 Sep	Orientalism
3	Thu	11 Sep	No class
4	Tue	16 Sep	European colonialism
4	Thu	18 Sep	Arab Nationalism (Map quiz 2)
5	Tue	23 Sep	Republics and monarchies
5	Thu	25 Sep	Midterm examination
6	Tue	30 Sep	The persistence of authoritarian rule
6	Thu	2 Oct	Islamism and Islamist movements
7	Tue	7 Oct	The political economy of state-building
7	Thu	9 Oct	Oil and the rentier state
8	Tue	14 Oct	State-building, displacement, and dispossession
8	Thu	16 Oct	Statehood and resistance (Policy memo due)
9	Tue	21 Oct	The Lebanese Civil War
9	Thu	23 Oct	Genocide in Gaza (Guest speaker TBD, Zoom)
10	Tue	28 Oct	The Iranian Revolution
10	Thu	30 Oct	Political liberalization after the Cold War
11	Tue	4 Nov	Midterm examination
11	Thu	6 Nov	Political parties and elections (Zoom)
12	Tue	11 Nov	No class
12	Thu	13 Nov	Syria after Assad (Guest speaker TBD, Zoom)
13	Tue	18 Nov	Public opinion
13	Thu	20 Nov	The Arab Spring (Congressional testimony due)
14	Tue	2 Dec	Women’s movements
14	Thu	4 Dec	Identity politics
15	Tue	9 Dec	The U.S. invasion of Iraq
15	Thu	11 Dec	What next?
	TBD	TBD	Final examination

Course requirements

1. Map quizzes (2): **5%** (each)

There will be two (2) map quizzes early in the semester. These map quizzes will assess students’ knowledge of the region’s geography, including names of countries, capital and important cities, and other physical landmarks. The first map quiz will cover the entire region. The second map quiz will ask students to select two (2) countries (one of them must be the country you chose or were assigned to as a country expert) and identify up to five (5) cities and physical landmarks in each.

2. Policy memo (1): **10%**

Students will work in assigned groups and write one (1) policy memo (between 1,000 and 1,200 words) on a topic of their choosing. Students will write the policy memo as a policy advisor to the President of the United States. Policy memos will assess students' ability to describe and summarize an important policy problem, present a range of policy options, and recommend a course of action. Additional details will be provided between three (3) to four (4) weeks before the assignment is due. Students are strongly encouraged, but not required, to submit a short proposal or summary of their memo not later than one (1) week before the assignment is due.

3. Midterm examination (2): **15%** (each)

Two (2) in-class midterm examinations will be held to evaluate students' understanding of key concepts, theories, and significant historical and political events. Material will be drawn from readings, lectures, and class discussion. Additional details will be provided approximately two (2) weeks before the exam.

4. Congressional testimony (1): **10%**

Students will work in assigned groups and write one (1) congressional testimony (between 1,500 and 1,800 words) on a topic of their choosing, provided it is in some way related to the Middle East or North African country they were assigned at the beginning of the semester. Students will write their testimony as an expert witness for the United States Senate Committee on Foreign Relations. Congressional testimonies will assess students' ability to clearly and concisely describe a policy problem or an ongoing or unfolding political crisis or event in the country they were assigned at the beginning of the semester. Students are expected to consult at least five (5) secondary sources not included in this syllabus. Additional details will be provided between three (3) to four (4) weeks before the assignment is due. Students are strongly encouraged, but not required, to submit a short proposal or summary of their memo not later than one (1) week before the assignment is due.

5. Final examination (1): **25%**

One (1) cumulative final examination will be held to evaluate students' understanding of key concepts, theories, and significant historical and political events. Material will be drawn from readings, lectures, and class discussion. Additional details will be provided approximately two (2) weeks before the exam.

6. Participation, attendance, and readings: **15%**

Attendance at each class meeting is mandatory and will be recorded in Top Hat. Each class, students will be responsible for reading between one (1) and three (3) articles or book chapters. Our course meetings are designed to supplement—not substitute—material from the readings. Though we will not have time to go over each reading in detail each week, you are expected to know the main ideas and arguments covered in each reading.

Students are expected to complete all of the assigned readings before class. To ensure that students are keeping up with the readings, we will use Perusall, an application integrated with Canvas that will allow you to respond to the readings, pose questions, and share your own ideas and reflections as you read. Each week, one (1) reading will be selected as the **PERUSALL** reading (see “Course materials and schedule” below). There are a total of thirteen (13) Perusall readings throughout the semester. The Perusall reading will be uploaded to Canvas at least one week before it is due. You will have until the beginning of class to annotate the reading before comments are closed. **You are required to annotate at least ten (10) readings throughout the semester. These annotations will count toward your participation grade.**

Assignment schedule

Week	Day	Date	Assignment	Percent
2	Thu	4 Sep	Map quiz (1)	5
4	Thu	18 Sep	Map quiz (2)	5
5	Thu	25 Sep	Midterm examination	15
8	Thu	16 Oct	Policy memo	10
11	Tue	4 Nov	Midterm examination	15
13	Thu	20 Nov	Congressional testimony	10
	TBD	TBD	Final examination	25

Grading

All assignments will be graded on a 100 point scale. All letter grades (including the final course grade) will be calculated using the following scale:

		A	100-93%	A-	92-90%
B+	89-87%	B	86-83%	B-	82-80%
C+	79-77%	C	76-70%		
		D	69-60%		
		F	<60%		

If you would like to dispute the grade you receive on an assignment, you must wait at least two (2) full days after you receive your grade to submit a grade dispute. If you plan to dispute your grade, you must do so in writing via email. The email must contain a detailed explanation for each item you think was incorrectly marked. Where applicable, you must reference specific passages in course readings and explain your logic. I will then review the dispute and issue a decision within one (1) week. Any dispute must be sent not later than two (2) weeks after receiving the grade. Disputes submitted after this time will not be accepted.

Reference material

To assist your learning and supplement course readings, I recommend consulting the following textbooks and reference materials. These books can provide you with useful historical context and additional information about specific countries, events, processes, and people.

- Cleveland, William L. and Martin P. Bunton. 2013. 5th edition. *A History of the Modern Middle East*. Boulder: Westview Press. [Access online](#).
- Gelvin, James L. 2018. *The New Middle East: What Everyone Needs to Know*. Oxford: Oxford University Press. [Access online](#).
- Lust, Ellen. 2023. *The Middle East*. 16th edition. Thousand Oaks: CQ Press. [Access online](#).
- Lynch, Marc. 2014. *The Arab Uprisings Explained*. New York: Columbia University Press. [Access online](#).
- Owen, Roger. 2004. *State, Power and Politics in the Making of the Modern Middle East*. 3rd edition. London: Routledge. [Access online](#).

Course policies and procedures

Attendance

This class will be taught in-person. Attendance is required at each meeting and will be recorded in Top hat. If you will not be able to attend class due to an extracurricular activity, athletic event, or religious holiday, please notify me in the first two (2) weeks of class. Students are permitted to miss three (3) classes without penalty. You do not need to notify me in advance if you will not be able to attend class. Repeated absences will result in a reduction of your class participation and attendance grade.

Course communication

We will use Canvas to communicate with each other throughout the course. The course website contains the syllabus, course readings, and links to Perusall and Top Hat.

If you have a quick or non-substantive question about the course, email is the best way to reach me. I typically respond to email messages quickly, but if you do not hear back from me within 48 hours, please follow up with a reminder. Students are encouraged to read Laura Portwood-Stacer's article on email communication: "[How to Email Your Professor \(without being annoying AF\)](#)."

To the best of your ability, avoid sending last-minute emails prior to assignment due dates. I may not be able to help you. Please familiarize yourself with important dates, add them to your calendars, and give yourself enough time to work on course assignments. I realize this may not always be possible. If you have questions about course material or your performance, please make an appointment to speak with me during office hours. If you cannot meet during office hours, appointments can be made during weekdays with some notice.

Deadlines, late assignments, and incomplete grades

Failure to attend class when an examination is administered will result in a zero for that examination. Make-up examinations will only be administered for legitimate university-approved activities. In these cases, you must notify me in the first two weeks of class if you have a university-approved activity that will preclude you from taking an examination at the scheduled time. If an illness or emergency precludes you from taking an examination, you must let me know in writing via email prior to the exam. A doctor's note, or note from a dean, may be requested. Please note that make-up examinations will differ from originally scheduled examinations.

Unless otherwise noted, assignments must be submitted by 11:59pm EST on the date they are due. Late assignments will face a ten (10) point penalty for each day late without a prior extension. Please familiarize yourself with the university's policies for [incomplete work](#).

Responsible uses of artificial intelligence

Students are permitted to use artificial intelligence (AI) tools in this course. But please note that it is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own: this includes submitting responses to assignments that do not acknowledge the use of generative AI tools (such as ChatGPT).

Students must acknowledge the use of and give credit to AI tools whenever they are used, even if only to generate ideas rather than usable text or illustrations. When using AI tools for written assignments, please consult the following [reference guide](#) and add an appendix that describes:

- the entire exchange (i.e., your prompts and responses) with the most relevant sections highlighted
- a description of precisely which AI tools were used (i.e., ChatGPT, Cursor, or something else)
- an explanation of how the AI tools were used (i.e., to generate ideas, phrases, elements of text, long text blocks, lines of arguments, pieces of evidence, illustrations of key concepts, etc.)
- an explanation of why AI tools were used (i.e., to save time, to overcome writer's block, to stimulate thinking, to handle stress, to clarify prose, to translate something, or to experiment for fun)

Students may not use AI tools during any in-class examinations. In general, AI tools should be used wisely and reflexively with an aim to deepen your understanding of course material. Keep in mind, though, that AI tools may generate inaccurate information.

Laptops, mobile devices and technology

You may use your laptop to take notes during class meetings. Laptops can be a useful learning tool, but they can also distract you (and others). Before the start of class, please silence your mobile devices, disable notifications, and close applications that will prevent you from participating actively during class meetings. Audio and video recording devices are prohibited unless previously approved by Student Disability Resources (SDR) in advance. This will encourage the development of a learning environment conducive to the free and open exchange of ideas without fear that student and faculty contributions will be reproduced or distributed without consent. This policy applies to class meetings, office hours, and other informal or group meetings outside of scheduled class meetings.

Collaboration

Course assignments present many opportunities to work together and share ideas. Students are encouraged to collaborate and consult readings and resources not included on this syllabus. However, as with any course that includes written assignments, there is a clear distinction between permissible collaboration and unacceptable copying or plagiarism. Written assignments and examinations are designed to allow you to reach your own understanding of the question or problem and discover a solution. Conversations with your professor(s), instructional staff, and classmates are acceptable. But when writing and completing assignments, these conversations are no longer appropriate. The writing you submit must be your own work. Please take this policy seriously. It supplements (and does not replace) the Penn State [Code of Conduct](#) described below. If you have any questions, please speak with me before submitting your work.

Reading and studying

Students are expected to complete the assigned readings before each class meeting and to contribute to class discussions. Students are not expected to understand every theoretical or technical detail that appears in each reading, but you should read each piece carefully. Reading academic or scientific articles can be difficult. The following guides present different approaches that will help you identify the main ideas, key concepts, and central arguments in each reading.

- [“How to Read Political Science: A Guide in Four Steps,”](#) by Amelia Hoover Green
- [“How to Read a \(Quantitative\) Journal Article,”](#) by Greta Krippner

- [“Reading and Understanding Political Science,”](#) by Leanne C. Powner
- [“Reading a Journal Article,”](#) by Chad Raymond
- [“How to Read in College,”](#) by Timothy Burke
- [“Beyond the Abstract: Reading for Meaning in Academia,”](#) by Jessica Calarco

You may also want to consult this Vox guide on how to study smarter: [“Re-reading is inefficient. Here are 8 tips for studying smarter.”](#) For more information, please consult the university’s [learning resources](#).

Inclement weather

According to [updated university guidance](#) for students, faculty and staff, “In the event that normal operations at a Penn State location are disrupted due to snow or other weather or emergency conditions, individuals are urged to avoid coming to campus, if possible, and those who must visit campus should remain alert and avoid sections of campus that may be covered in snow or ice.” Class cancellations will be dealt with on a case-by-case basis. Please note that in the event class is cancelled, in-person meetings cannot be moved to synchronous remote meetings.

Academic integrity

The Penn State [Code of Conduct](#) defines academic integrity as: “the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.”

Violations of academic integrity “include, but are not limited to, copying, plagiarism, fabrication of information or citations, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, and tampering with the academic work of other students.” Please familiarize yourself with these policies. Students are strongly encouraged to consult the College of the Liberal Arts’ [academic integrity resources](#).

Commitment to an equitable and inclusive learning environment

Penn State adheres to the philosophy that all community members should enjoy a learning environment free from harassment, sexual misconduct, discrimination, or violence of any kind. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability, please contact the [Office of Educational Equity](#) or the [Office of Sexual Misconduct Prevention and Response](#).

Counseling & psychological services

Many students at Penn State face personal, emotional, or psychological challenges or difficulties that may interfere with their academic progress, emotional well-being, or social or professional development. [Counseling & Psychological Services \(CAPS\)](#) offers students a variety of confidential services provided by trained staff who welcome all students and embrace an approach grounded in an understanding of different cultural and religious backgrounds and a respect for differences in race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, and disability. CAPS services

include wellness and self-help options; group, individual, and couples counseling; crisis intervention; psychiatric services; virtual services; and community education and outreach services for the University community. If you need [immediate support](#) you may call CAPS at +1 814 863 0395 (M-F, 8:00am-5:00pm), call the Penn State Crisis Line at +1 877 229 6400 (24/7), or text “LIONS” to the Crisis Text Line at 741741 (24/7).

Disability accommodation and accessibility services

I am committed to ensuring your experience in this class is an enjoyable one. Students with disabilities that have been documented by Student Disability Resources (SDR) will be appropriately accommodated. The primary mission of [Student Disability Resources \(SDR\)](#) is to “explore individualized reasonable accommodations for equal access and full participation in academic pursuits; seek interactions with peers or study space; connect with on- and off-campus resources; and promote disability as an important aspect of diversity.” In order to receive consideration for reasonable accommodation, students should inform SDR as soon as possible of their needs. If you have not yet contacted SDR but have a temporary health condition or permanent disability that requires accommodation, please do so during the first week of the course. Currently, students can choose either in-person or virtual appointments with SDR staff. Please call SDR at +1 814 863 1807 to schedule an appointment or email upsdr@psu.edu with any questions. SDR will provide you with a letter that will describe the accommodations I will be able to make. You must follow this process for every semester that you request reasonable accommodation.

Course materials and schedule

Introduction**26 Aug**

Required reading:

- ① Read the syllabus!

“What” and “where” is the Middle East?**28 Aug**Required reading - **16 pages**:

- ① Davison, Roderic H. 1960. “Where is the Middle East?” *Foreign Affairs* 38(4), pp. 665-675.
- ② Khalil, Osamah F. 2016. *America’s Dream Palace: Middle East Expertise and the Rise of the National Security State*. Cambridge: Harvard University Press, pp. 4-8 in “Introduction.”

Islam**2 Sep**Required reading - **27 pages**:

- ① Lapidus, Ira. 2002. *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 18-30 in “The Life of the Prophet.”
- ② Blanchard, Christopher M. 2009. *Islam: Sunnis and Shiites*. Washington: Congressional Research Service, pp. 1-6. [LINK](#).
- ③ Aslan, Reza. 2005. *No God but God: The Origins, Evolution, and Future of Islam*. New York: Random House, skim pp. xxiii-xxiv in “Chronology of Key Events” and skim pp. 267-272 in “Glossary.”

The Ottoman Empire (Map quiz 1)**4 Sep**Required reading - **83 pages**:

- ① Barkey, Karen. 2008. *Empire of Difference: The Ottomans in Comparative Perspective*. Cambridge: Cambridge University Press, pp. 67-108 in “Becoming an Empire: Imperial Institutions and Control” and skim pp. 109-132 in “Maintaining Empire: An Expression of Tolerance.”
- ② Fromkin, David. 1991. “How the Modern Middle East Map Came to be Drawn.” *Smithsonian*, 22, pp. 132-148. (**PERUSALL**)

Orientalism**9 Sep**Required reading - **28 pages**:

- ① Said, Edward W. 1979. *Orientalism*. New York: Vintage, pp. 1-28 in “Introduction.” (**PERUSALL**)

No class**11 Sep**

European colonialism

16 Sep

Required reading - **35 pages**:

- ① Owen, Roger. 1993. *The Middle East in the World Economy, 1800-1914*. London: I.B. Tauris, pp. 100-116 in “The Ottoman road to bankruptcy and the Anatolian economy, 1850-1881.”
- ② Hourani, Albert. 2003. *A History of the Arab Peoples*. Cambridge: The Belknap Press of Harvard University Press, pp. 315-332 in “The Climax of European Power (1914-1939).”

Arab Nationalism (Map quiz 2)

18 Sep

Required reading - **48 pages**:

- ① Dawisha, Adeed. 2003. *Arab Nationalism in the Twentieth Century: From Triumph to Despair*. Princeton: Princeton University Press, pp. 1-13 in “Defining Arab Nationalism” and pp. 14-48 in “Early Stirrings: The Nineteenth and Early Twentieth Centuries.” (**PERUSALL**)

Republics and monarchies

23 Sep

Required reading - **48 pages**:

- ① Lust-Okar, Ellen and Amaney Ahmad Jamal. 2002. “Rulers and Rules: Reassessing the Influence of Regime Type on Electoral Law Formation.” *Comparative Political Studies* 35(3), pp. 337-366. (**PERUSALL**)
- ② Herb, Michael. 2004. “Princes and Parliaments in the Arab World.” *The Middle East Journal* 58(3), pp. 367-384.

Midterm examination

25 Sep

The persistence of authoritarian rule

30 Sep

Required reading - **31 pages**:

- ① Diamond, Larry. 2010. “Why are there no Arab Democracies?” *Journal of Democracy* 21(1), pp. 93-104. (**PERUSALL**)
- ② Bellin, Eva. 2004. “The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective.” *Comparative Politics* 36(2), pp. 139-157.

Islamism and Islamist movements

2 Oct

Required reading - **45 pages**:

- ① Esposito, John L. 1998. *Islam and Politics*. 4th edition. Syracuse: Syracuse University Press, pp. 136-148 in “The Modern State.”
- ② Beinin, Joel and Joe Stork. 1996. “On the Modernity, Historical Specificity, and International Context of Political Islam.” In *Political Islam: Essays from Middle East Report*, eds. Joel Beinin and Joe Stork. Berkeley: University of California Press, pp. 3-28.
- ③ Masoud, Tarek. 2008. “Islamist Parties and Democracy: Are They Democrats? Does It Matter?” *Journal of Democracy* 19(3), pp. 19-24.

The political economy of state-building

7 Oct

Required reading - **60 pages**:

- ① Kuran, Timur. 2004. "Why the Middle East is Economically Underdeveloped: Historical Mechanisms of Institutional Stagnation." *Journal of Economic Perspectives* 18(3), pp. 71-90.
- ② Richards, Alan, John Waterbury, Melani Cammett, and Ishac Diwan. 2015. *A Political Economy of the Middle East*. 4th edition. Boulder, Westview Press, pp. 233-272 in "The Rise and Fall of State-Led Development."

Oil and the rentier state

9 Oct

Required reading - **53 pages**:

- ① Beblawi, Hazem. 1987. "The Rentier State in the Arab World." *Arab Studies Quarterly* 9(4), pp. 383-398. (**PERUSALL**)
- ② Ross, Michael L. 2001. "Does Oil Hinder Democracy?" *World Politics* 53(3), pp. 325-361.

State-building, displacement, and dispossession

14 Oct

Required reading - **119 pages**:

- ① Sa'di, Ahmad H. 2002. "Catastrophe, Memory and Identity: Al-Nakbah as a Component of Palestinian Identity." *Israel Studies* 7(2), pp. 175-198. (**PERUSALL**)
- ② Tessler, Mark. 2023. "The Israeli-Palestinian Conflict." In *The Middle East*, ed. Ellen M. Lust. Thousand Oaks: CQ Press, skim pp. 143-237.

Statehood and resistance (Policy memo due)

16 Oct

Required reading - **48 pages**:

- ① Beinen, Joel and Lisa Hajjar. 2014. "Palestine, Israel and the Arab-Israeli Conflict: A Primer." *Middle East Research and Information Project (MERIP)*, pp. 1-16. [LINK](#).
- ② Pearlman, Wendy. 2011. *Violence, Nonviolence, and the Palestinian National Movement*. Cambridge: Cambridge University Press, pp. 62-93 in "Roots and Rise of the Palestine Liberation Organization, 1949-1987."

The Lebanese Civil War

21 Oct

Required reading - **53 pages**:

- ① Salem, Paul. 2023. "Lebanon." In *The Middle East*, ed. Ellen M. Lust. Thousand Oaks: CQ Press, pp. 766-796.
- ② Khalaf, Samir. 2002. *Civil and Uncivil Violence in Lebanon: A History of the Internationalization of Communal Conflict*. New York: Columbia University Press, pp. 1-22 in "On Proxy Wars and Surrogate Victims." (**PERUSALL**)

Genocide in Gaza (Guest speaker TBD, Zoom)**23 Oct**Required reading - **28 pages**:

- ① Baconi, Tareq. 2018. *Hamas Contained: The Rise and Pacification of Palestinian Resistance*. Palo Alto: Stanford University Press, pp. 1-28 in “The Rise of Islamic Palestinian Nationalism.”

The Iranian Revolution**28 Oct**Required reading - **45 pages**:

- ① Skocpol, Theda. 1982. “Rentier State and Shi’a Islam in the Iranian Revolution.” *Theory and Society* 11(3): 265-283. (**PERUSALL**)
- ② Abrahamian, Ervand. 2009. “The Crowd in the Iranian Revolution.” *Radical History Review* 105, pp. 13-38.

Political liberalization after the Cold War**30 oct**Required reading - **24 pages**:

- ① Langohr, Vickie. 2004. “Too Much Civil Society, Too Little Politics: Egypt and Liberalizing Arab Regimes.” *Comparative Politics* 36(2), pp. 181-204.

Midterm examination**4 Nov****Political parties and elections (Zoom)****6 Nov**Required reading - **23 pages**:

- ① Blydes, Lisa. 2011. *Elections and Distributive Politics in Mubarak’s Egypt*. Cambridge: Cambridge University Press, pp. 148-170 in “Elections and the Muslim Brotherhood.” (**PERUSALL**)

No class**11 Nov****Syria after Assad (Guest speaker TBD, Zoom)****13 Nov**Required reading - **9 pages**:

- ① Wedeen, Lisa. 2025. “‘Forever Has Fallen’: The End of Syria’s Assad.” *Journal of Democracy* 36(2), pp. 50-58. (**PERUSALL**)

Public opinion**18 Nov**Required reading - **14 pages**:

- ① Jamal, Amaney A., and Mark A. Tessler. 2008. “The Democracy Barometers (Part II): Attitudes in the Arab World.” *Journal of Democracy* 19(1), pp. 97-110.

The Arab Spring

20 Nov

Required reading - **26 pages**:

- ① Brownlee, Jason, Tarek Masoud, and Andrew Reynolds. 2015. "Tracking the "Arab Spring": Why the Modest Harvest?" *Journal of Democracy* 24(4), pp. 29-44. (**PERUSALL**)
- ② Gause, Gregory F. 2011. "Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability" *Foreign Affairs* 90(4), pp. 81-90.
- ③ Safi, Michael, Antonio Voce, Frank Hulley-Jones and Lydia McMullan. 2021. "How the Arab Spring Engulfed the Middle East - and Changed the World." *The Guardian*. [LINK](#).

Women's movements

2 Dec

Required reading - **25 pages**:

- ① Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104(3), pp. 783-790.
- ② Ross, Michael L. 2008. "Oil, Islam, and Women." *American Political Science Review* 102(1), pp. 107-123.

Identity politics

4 Dec

Required reading - **24 pages**:

- ① Haddad, Fanar, Lisel Hintz, Rima Majed, Toby Matthiesen, Bassel F. Salloukh, and Alexandra A. Siegel. 2022. "The Politics of Identity and Sectarianism." In *The Political Science of the Middle East: Theory and Research Since the Arab Uprisings*, eds. Marc Lynch, Jillian Schwedler, and Sean Yom. Oxford: Oxford University Press, pp. 182-205.

The U.S. invasion of Iraq

9 Dec

Required reading - **20 pages**:

- ① Hinnebusch, Raymond. 2007. "The U.S: Invasion of Iraq: Explanations and Implications." *Critique: Critical Middle Eastern Studies* 16(3), pp. 209-228. (**PERUSALL**)

What next?

11 Dec

Final examination

TBD