



Lahore University of Management Sciences

POL 224- The Modern Middle East Summer 2024

Instructor	Syed Rashid Munir
Room No.	115/G-0040 (Politics Wing)
Office Hours	
Email	syed.munir@lums.edu.pk
Telephone	N/A
TA	
TA Office Hours	
Course URL (if any)	

Course Basics			
Credit Hours:			
Lecture(s)	4 per week	Duration	2 hours
Recitation/Lab (per week)		Duration	
Tutorial (per week)		Duration	

Course Distribution	
Core	No
Elective	Yes
Open for Student Category	
Close for Student Category	

COURSE DESCRIPTION
<p>This course introduces students to various political aspects of the Middle East from a Comparative Politics and International Relations perspective. Rather than being a current events course, it is designed to introduce students to most of the major topics of study regarding the Middle East. Throughout this course, students will learn about the theories behind important political phenomenon, such as regime type, democratization, revolutions, domestic politics, and foreign policy formation, all with a specific focus on the Middle East. Your focus in class discussions and as you read should be on ideas, arguments, and evidence — i.e., research design, broadly construed — with an eye to discerning how an idea fits into the landscape of the literature in the subfield, whether arguments are “good” and to what extent they contribute to our ability to understand the world, and the degree to which the evidence brought to bear in support of arguments and explanations is relevant, useful, or otherwise illuminating. After successfully completing the course, students will gain insight into the patterns of domestic policy, political behavior, and regional dynamics in the Middle East.</p>



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COURSE PREREQUISITE(S)

- None

COURSE OBJECTIVES

This course aims to train students to understand complex theoretical debates and perspectives. It is hoped that by the end of the semester:

- The students will be familiar with the leading explanations towards the study of terrorism
- Develop an understanding of evaluating and critiquing theoretical arguments
- Connect theories with political developments
- Gain the ability to critically read texts and analyze them

Grading Breakup and Policy

Note on Reading: This is a reading-intensive course. Required readings should be completed by the session/date corresponding with the topic as indicated on this syllabus. All readings will be available in the reading package or on LMS. Any changes/additions that are made to the syllabus will be announced in class and over email. Please do active reading with notes in order to facilitate fruitful discussion.

Attendance (5%): Regular class attendance is essential for this course. Given that there may be times that you are unable to attend class, you may miss three classes over the course of the semester without incurring any penalty. The attendance will be marked once at the beginning of the class and once after the break (5 minute window for each instance). Being late results in no attendance and participation points for the respective portion of the class.

Class Participation (10%): Everyone is expected and encouraged to participate and cold calls might happen occasionally. Students may be divided into on-call groups to ensure fair opportunities for participation.

Quizzes (4, with N-1) (25%): A total of 4 quizzes will be taken in-class, and the quiz with the lowest score will be dropped.

Midterm Exam and Final Examination (30% each): The midterm and final exam will be essay-based, in-person exams, asking students to respond to the given question/prompt using the course material. This will be an open-notes (but not open-book) exam; only handwritten notes are allowed (no photocopies or digital versions).

Course Policies

- There are no petitions for missed instruments 10% or less unless this involves a death in the immediate family (parents, siblings, grandparents). For death in the family all accommodations, even for instruments less than 10%, will be processed through the OSA (Office of Student Affairs).
- There will be no petitions for class participation and attendance. Instead, students are allowed a maximum of 3 absences. Beyond these absences, the student loses a percentage point for every class missed; hence,



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students who miss five classes beyond the three allowed will get no CP and attendance. CP for the classes when the student is absent will not be counted. Allowed absences cover only CP and attendance and not other instruments that may be scheduled during the absences.

- For any accommodations for instruments above 10% the student must contact the OSA. For diagnosed disabilities accommodations are handled through the Office of Accessibility and Inclusion (OAI).
- The best way to reach the instructor and the TA is through email or in office hours; the instructor will rely on the official LUMS email addresses for communicating. The instructor can respond to all emails during office timings from Mondays to Fridays; if you need to discuss matters in-person, try to participate during scheduled office hours or schedule an appointment via email. Students are advised to communicate with the instructor with respect in a formal manner.
- All assignments submitted digitally will be checked for plagiarism via TurnItIn. This software ensures that the work submitted is the student's own, and plagiarism and cheating in any class discussion or assignment will be dealt with grade penalties, and further disciplinary action will be taken according to LUMS policies. Please read the relevant sections in your Student Handbook for further details.
- Late submission of assignments results in automatic penalties. Each day that passes after the deadline for submission will result in a 15% grade reduction for the assignment. Submitting an assignment at 12.05pm when it was due at 12.00pm will be considered to be late by a full day.
- Students are expected to come to class on time; failure to do so will result in reduced points for participation and attendance. Three excused absences are allowed for this course.
- Personal attacks on other participants - including the instructor and the TA - through class discussions or other means will garner penalties and disciplinary action according to LUMS policies.
- Usage of cell phones and other electronic or recording devices is strictly prohibited in class.
- If a student or a student's family member encounters a health emergency that can have a significant impact on the student's performance in the course, s/he should immediately inform the instructor. Failure to do so will result in absolutely no accommodations towards the course assessments.
- This syllabus is designed to convey course information and requirements as accurately as possible. It is important to note however that it may be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for the students' benefit and they will be notified to them as soon as possible.
- If students are not reading regularly, surprise quizzes may be administered without any prior announcement.
- Students are expected to do the readings for each week beforehand, and engage in class discussions. In order to get a reasonable grade, students must do the readings regularly, and not fall behind. The readings for each week are listed in the Reading Schedule, and can be found in the course pack and on LMS.
- Participating in class discussions is required for this class. Therefore, students are expected to contribute to these discussions and demonstrate their understanding of the course material. Regular participation in class discussions is ideal towards improving your final grade. While participating, be mindful of other participants' viewpoints during class discussions.
- Ask questions and engage with the instructor over the course material. As no prior knowledge of the material is required, students are bound to get confused from time to time. The instructor's contact details and office hours are mentioned at the top of the syllabus.
- Try to work in a smart manner: focus on the key themes for readings and ask yourself if you understand what is being discussed. Your focus should be on understanding the concepts being discussed. Always ask yourself, "What is the puzzle/main idea being discussed?" when doing the assigned readings.
- If you find yourself stressed out due to the course's workload, discuss the difficulties with the instructor



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so that appropriate help can be suggested.

READING SCHEDULE

Session	Topics	Required Readings
Session 1	Course Introduction	<ul style="list-style-type: none"> Course and Instrument/Assessment Introduction Edward W. Said. "Introduction". In <i>Orientalism</i>, 1–28. London, UK: Penguin Books, 2004
Session 2	Orientalism	<ul style="list-style-type: none"> Samuel P. Huntington. "The clash of civilizations?" <i>Foreign Affairs</i> (1993): 22–49 Edward W. Said. "The clash of ignorance". <i>The Nation</i> 22.10 (2001)
Session 3	Historical Context	<ul style="list-style-type: none"> Lisa Blaydes and Eric Chaney. "The Feudal Revolution and Europe's Rise: Political Divergence of the Christian West and the Muslim World before 1500 CE". <i>American Political Science Review</i> 107, no. 1 (2013): 16–34 Youssef M. Choueiri. "Review Article: The Middle East: Colonialism, Islam and the Nation State". <i>Journal of Contemporary History</i> 37, no. 4 (2002): 649–663
Session 4	Political Economy	<ul style="list-style-type: none"> Michael Ross. "Does Oil Hinder Democracy". <i>World Politics</i> 53, no. 3 (2001): 399–432 Timur Kuran. "Why the Middle East is Economically Underdeveloped: Historical Mechanisms of Institutional Stagnation". <i>Journal of Economic Perspectives</i> 18, no. 3 (2004): 71–90 <p><u>Suggested:</u></p> <ul style="list-style-type: none"> Alan Richards et al. "Chapter 1 (Introduction), Chapter 3 (Economic Growth and Structural Change) In <i>A Political Economy of the Middle East</i>. Boulder, CO: Westview Press, 2013
Session 5	Women in the Middle East	<ul style="list-style-type: none"> Homa Hoodfar and Shadi Sadr. "Islamic politics and women's quest for gender equality in Iran". <i>Third World Quarterly</i> 31, no. 6 (2010): 885–903 Lila Abu-Lughod. "Anthropological reflections on cultural relativism and its others". <i>American Anthropologist</i> 104, no. 3 (2002): 783–790
Session 6	Issues of Sovereignty and Representation I	<ul style="list-style-type: none"> Edward W. Said. "Introduction, Chapter 1 (The Question of Palestine) In <i>The Question of Palestine</i>, ix–181. New York, NY: Random House, 1980
Session 7	Issues of Sovereignty and	<ul style="list-style-type: none"> Simona Sharoni and Mohammad Abu-Nimer. "The Israeli-Palestinian



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	Representation II	Conflict”. In Understanding the Contemporary Middle East, ed. by Jillian Schwedler. Boulder, CO.: Lynne Rienner, 2020
Session 8	US and the Middle East I	<ul style="list-style-type: none"> Amaney A. Jamal. “Introduction”. In Of Empires and Citizens: Pro-American Democracy or No Democracy at All?, 1–37. Princeton, NJ: Princeton University Press, 2012 <p><u>Suggested:</u></p> <ul style="list-style-type: none"> S. Rashid Munir. “The Opposition Advantage: Islamist Opposition Parties and Security Cooperation”. Politics and Religion 14, no. 4 (2021): 609–633
Session 9	US and the Middle East II	<ul style="list-style-type: none"> Timo Kivimaki. “The United States and the Arab Spring”. Journal of Human Security 9, no. 1 (2013): 15–26 <p><u>Suggested:</u></p> <ul style="list-style-type: none"> Amaney A. Jamal. “Palestine and Saudi Arabia and the Limits of Democracy”. In Of Empires and Citizens: Pro-American Democracy or No Democracy at All?, 191–220. Princeton, NJ: Princeton University Press, 2012
Session 10	Russia and the Middle East	<ul style="list-style-type: none"> Mehmet Akif Koç. “Russia in the Middle East: A New Perspective on the Corporatization of Foreign Policy”. International Journal of Kurdish Studies 6, no. 1 (2020): 104–119
Session 11	China and the Middle East	<ul style="list-style-type: none"> Muhammad Olmat. “Chapter 1 (Introduction), Chapter 2 (A five-dimensional paradigm) In China and the Middle East: From Silk Road to Arab Spring, 1–87. London, UK: Routledge, 2015
Session 12	Midterm Exam	
Session 13	Terrorism I	<ul style="list-style-type: none"> Andrew H. Kydd and Barbara F. Walter. “The Strategies of Terrorism”. International Security 31, no. 1 (2006): 49–80
Session 15	Terrorism II	<ul style="list-style-type: none"> Claude Berrebi and Esteban F. Klor. “Are Voters Sensitive to Terrorism? Direct Evidence from the Israeli Electorate”. American Political Science Review 102, no. 3 (2008): 279–301 Assaf Moghadem. “Motives for Martyrdom: Al Qaida, Salafi Jihad, and the Spread of Suicide Attacks”. International Security 33, no. 3 (2009): 46–78
Session 16	Authoritarianism	<ul style="list-style-type: none"> Jennifer Gandhi and Adam Przeworski. “Authoritarian Institutions and the Survival of Autocrats”. Comparative Political Studies 40, no. 11 (2007): 1279–1301 Eva Bellin. “Reconsidering the robustness of authoritarianism in the Middle East: Lessons from the Arab Spring”. Comparative Politics 44, no. 2 (2012): 127–149



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		<p><u>Suggested:</u></p> <ul style="list-style-type: none"> Marsha Pripstein Posusney. “Enduring Authoritarianism: Middle East Lessons for Comparative Theory”. <i>Comparative Politics</i> 36, no. 2 (2004): 127–138
Session 17	Democratization I	<ul style="list-style-type: none"> Raymond Hinnebusch. “Authoritarian persistence, democratization theory and the Middle East: An overview and critique”. <i>Democratization</i> 13, no. 3 (2006): 373–395 Ellen Lust. “Missing the third wave: Islam, institutions, and democracy in the middle east”. <i>Comparative International Development</i> 46, no. 2 (2011): 163–190
Session 18	Democratization II	<ul style="list-style-type: none"> Lindsay J. Benstead. “Why do some Arab citizens see democracy as unsuitable for their country?” <i>Democratization</i> 22, no. 7 (2015): 1183–1208
Session 19	Islamist Parties I	<ul style="list-style-type: none"> Tarek Masoud. “Are They Democrats: Does It Matter?” <i>Journal of Democracy</i> 19, no. 3 (2008): 19–24 Jillian Schwedler. “Can Islamists become moderates? Rethinking the inclusion-moderation hypothesis”. <i>World Politics</i> 63, no. 2 (2011): 347–376
Session 20	Islamist Parties II	<ul style="list-style-type: none"> Khalil Al-Anani. “Upended Path: The Rise and Fall of Egypt’s Muslim Brotherhood”. <i>The Middle East Journal</i> 69, no. 4 (2015): 527–543
Session 21	Revolutions and Arab Spring I	<ul style="list-style-type: none"> F. Gregory Gause III. “Why Middle East Studies missed the Arab spring: The myth of authoritarian stability”. <i>Foreign Affairs</i> 90 (2011) Michele Penner Angrist. “Understanding the success of mass civic protest in Tunisia”. <i>The Middle East Journal</i> 67, no. 4 (2013): 547–564
Session 22	Revolutions and Arab Spring II	<ul style="list-style-type: none"> Jason Brownlee, Tarek Masoud, and Andrew Reynolds. “Tracking the Arab Spring: Why the Modest Harvest?” <i>Journal of Democracy</i> 24, no. 4 (2013): 29–44
Session 23	Review for Final Exam	