| | Collapse All | View Progress | ⊕ Export Course Content | + Module | : |
|--|--------------|---------------|-------------------------|----------|---|
|--|--------------|---------------|-------------------------|----------|---|

② :

| | ∷ ▼ Introduction | | | | | • + | : |
|--|-------------------------|--|--|--|--|-----|---|
|--|-------------------------|--|--|--|--|-----|---|

Welcome to my class! I organize everything in the modules you see below. (This is still a work in progress, but I should have this mostly completed during the first week of classes.) There are your "home" page in Canvas, and you can also access them by clicking the "Modules" tab on the left. For the syllabus, see the "Syllabus" tab.

| | 1. Foundations | 0 | + | : |
|---|---|---|---|---|
| - | Aug 29 - Introduction & Syllabus | (| 0 | : |
| - | Aug 31 - Reflections and Studying the MENA Region | (| 0 | : |
| - | Beginning-of-Course Reflection Aug 31 5 pts | (| • | : |
| | Sep 7 - 1.1 - The Pre-Modern Middle East | (| • | : |
| | NOTE: In-class map quiz on this date (see Canvas assignment below for details). | (| • | : |
| _ | Readings Sep 7 Sep 7 3 pts | | • | : |
| _ | Map Quiz Sep 7 12 pts | | • | : |
| | What are the social, cultural, and political heritages of the Middle East? Although this is a course on the modern Middle East, it is important to have a familiarity with the history of the Middle East prior to colonialism; after all, many of the states that have formed in the region draw on these heritages to build their nations. The readings for the day cover up to approximately 1840, when modernization reforms kicked off transformations in the region that we will discuss in our next class session. | (| 0 | : |
| _ | Terms for Sep 7: 1. Ottoman and Safavid Empires - a. Empires and military patronage states vs. nation-states, b. Slaves in army and bureaucracy, c. Military characteristics (e.g. gunpowder), d. Economic characteristics (e.g. tax farming), e. Religious characteristics (e.g. millet system, peoples of the book); 2. Individuals - a. Osman I, b. Napoleon, c. Mehmet/Muhammad Ali; 3. Regional names (Levant, Anatolia, Persia, Arabian peninsula, Egypt, North Africa) and characteristics; 4. Islam - a. Birth, b. Caliphs, c. Sunni vs. Shia (Twelver); 5. Interactions with the West - a. Modern world economy (i) Commercial/Industrial revolution (ii) Capitulations, b. Modern state system, c. The Eastern Question, d. Factors leading to the rise of the West | (| • | : |
| _ | NOTE: for this first module, there is generally only one "set" of readings, since the Gelvin and Lust books cover much of the same materials. In future weeks, for your readings assessments, you will need to separately summarize the readings based on the "sets" that I define in the descriptions in the modules. | (| • | : |
| | Set 1: The four chapters from the Gelvin book you are assigned succinctly cover the period from the birth of Islam to 1840. As you read these chapters, pay attention to the following questions: How did the great empires of this time period (the Ottoman and Safavid in particular) administer and rule their lands? What led to the rise and decline of these empires? What was the relationship between Europe and the Middle East during this time period, and how did it change? Who were the main important figures during this time period? | (| • | : |
| - | Ø Gelvin2020Ch1-4,pdf | (| 0 | : |
| - | | (| • | : |
| - | @ POLI 357 F22 1-1 Pres.pdf | - | 0 | : |
| - | Sep 12 - 1.2 - Early Political Foundations and the Colonial Encounter | (| 0 | : |
| - | Readings Sep 12 Sep 12 3 pts | (| 0 | : |
| | In response to increasing challenges, the empires and budding nationalist movements in the Middle East turned to economic, administrative, and social reform in an effort to modernize and compete globally. Among other things, these changes opened the region more and more to the West. At the same time, many Western countries increasingly engaged in imperialist and colonialist intervention in the region. What did these reforms and Western intervention look like, and what are the continued ramifications for the current day? | (| • | : |
| | Terms for Sep 12: 1. Modernization reforms - a. Defensive developmentalism, b. Mehmet Ali's reforms, c. Ahmad Bey's reforms, d. Ottoman Tanzimat period reforms (i) Hatt-i Sharif (ii) Islahat Fermani, e. Persian reforms; 2. Imperialism - a. Definition and forms of imperialism, b. Algeria as case of settler colonialism, c. Egypt as a case of occupation, d. Lebanon as a case of informal imperialism, e. Role of foreign debt; 3. Jawhariyyeh's journals as evidence for emergence of Middle Eastern public sphere; 4. Individuals - a. Mehmet/Muhammad Ali; b. Abdulmecid I; c. Abdulhamid II | (| • | : |
| - | Set 1: The Lust excerpt and Gelvin chapters cover defensive developmentalism, imperialism, and a close look at the journal of a Jerusalem resident. As you read these chapters and focus on the terms listed, consider the way in which Middle Eastern life was affected by the reforms and increasing | - | 0 | : |

| | contact with the West. What were the positive effects of these changes? What were the negative effects? | | |
|------|---|---|---|
| :: | | • | : |
| :: | | • | : |
| :: | | 0 | : |
| - | Sep 14 - 1.3 - Early 20th Century Politics and Society | • | : |
| :: | Readings Sep 14 Sep 14 3 pts | • | : |
| :: | The reforms we have studied to this point, along with continued challenges and Western dominance, set the stage for and were accompanied by a renaissance of artistic, religious, intellectual, and political movements. These readings explore the nature of these movements. | • | : |
| | Terms for Sep 14: 1. The Nadha; 2. Islam - a. Islamic modernism, b. Salafism, c. Wahhabism, d. The Young Ottomans, e. Dar al-Funun, f. Islamic osmanlilik and Abdulhamid II's religious projects; 3. Constitutionalism - a. Young Turks, b. Urabi Revolt, c. Persian Tabrizi movement; 4. Individuals - a. Muhammad ibn abd al-Wahhab, b. Jamal al-Din al-Afghani, c. Abdulhamid II | • | : |
| # | Set 1: The Lust excerpt and Gelvin chapters cover the intellectual movements of the Nahda. Some questions to consider in analyzing these readings: What did these movements agree on? What did they disagree over? Which aspects of these movements are Middle Eastern or Islamic, and which aspects are influenced by the West? | • | : |
| . !! | Gelvin, Chapters 8–10 | • | : |
| ii | | • | : |
| :: | @ POLI 357 F22 1-3 Pres.pdf | • | : |
| :: | Sep 19 - 1.4 - The Modern State & Emerging Sources of Conflict | • | : |
| ii | Readings Sep 19 Sep 19 3 pts | • | : |
| | The period from the end of World War I and the breakup of the Ottoman Empire to World War II (and immediately after) saw continued involvement by the West and a proliferation of nationalist and ideological movements. This is the period in which the modern states we know as the Middle East formed. It is also a period of increasing interstate conflict, especially in relation to Israel-Palestine. | • | : |
| 11 | Terms: 1. The West and the Middle East - a. Ottoman empire in WWI, b. Constantinople and Sykes-Picot Agreements, c. Husayn-McMahon Correspondence, d. Balfour Declaration, e. Woodrow Wilson's 14 points and the League of Nations, f. Mandate system; 2. State-building by decree - a. Lebanon and Syria, b. Trans-Jordan/Jordan, c. Iraq; 3. State-building by revolution and conquest - a. Egypt, b. Saudi Arabia, c. Turkey and Iran; 4. Nationalisms, Ideologies, and Nationalist Groups - a. How did nationalism emerge?, b. What is nationalism?, c. Wafd Party, d. Muslim Brotherhood, e. Pan-Arab Nationalism and Nasserism, f. Osmanlilik, g. Turkish secularism and nationalism (Kemalism), h. Sectarianism and Turkish ethnic cleansing, i. Iranian (Pahlavi) Westernization and nationalism, j. National Liberation Front (FLN); 5. Arab-Israeli-Palestinian Conflict - a. Pogroms, b. Zionism, c. Aliyah/Aliyot, d. Palestinian identity/nationalism, e. Great Arab Revolt (1936–1939), f. 1948 War (War of Independence/Nakba), g. 1967 War (Six Days War/The Naksa), h. West Bank, i. Gaza Strip, j. The Palestinian Liberation Organization, k. Fatah, I. The First and Second Intifada, m. The Oslo Peace Process, n. The Palestinian Authority, o. Hamas; 6. Individuals/People - a. Sa'ud family, b. Mustafa Kemal/Ataturk, c. Reza Khan/Reza Shah, d. Theodor Herzl, e. Abdullah I bin al-Husayn, f. Gamal Abd al-Nasser, g. Habib Bourguiba | • | : |
| | Set 1: The Lust and Gelvin readings for the day cover a lot of material, including the West's involvement in the Middle East at the end of World War I, the spread of nationalism and establishment of modern nation-states, and the Israel-Palestine conflict. As you read, consider the following questions: What is nationalism, and what are the similarities and differences between the nationalisms that are emerging during this period? What are the factors behind the violenceethnic cleansing, the Israel-Palestine conflict, etcduring this time period? What are the underlying factors behind the Arab-Israeli-Palestinian Conflict? In what ways has the Arab-Israeli-Palestinian conflict been affected by and affected the rest of the Middle East? | • | * |
| :: | Gelvin, Chapters 11–14 | • | : |
| :: | | • | : |
| :: | | • | : |
| :: | Sep 21 - 1.5 - 20th Century Political Development and International Relations | • | : |
| :: | Readings Sep 21 Sep 21 3 pts | • | : |
| :: | As we move toward the end of our "foundations" module, the readings for today cover development and nationalization of industries that took place post-independence for many states in the Middle East, the role of oil in the economies and politics of these countries, and US involvement in the region from the Cold War to the current day. | • | : |
| _ | Terms: 1. Development and Nationalization - a. Ethos of development, b. Nationalizations (Egypt, Syria and Iraq, Iran), c. women's rights, d. Neoliberal reforms; 2. Oil states - a. economic rent, b. rentier states, c. start of commercial oil production in the Middle East, d. oil concessions, e. the oil | | |

revolution, f. OPEC, g. International influence of oil money; 3. US-ME relations - a. Rise in US role post WWII, b. US cold war objectives, c. US foreign

| War, | nd influence, d. US-Israeli alliance, e. Baghdad Pact, f. Post-Cold War role and objective, g. 1991 Gulf War, h. War on Terrorism, i. Afghanistan j. Iraq War, k. Iran nuclear deal and withdrawal, I. Moving of Jerusalem embassy; 4. Individuals - a. Mohammed bin Salman Al Saud, b. Muhammad sadegh, c. Muhammad Reza Pahlavi, d. Gamal Abd al-Nasser | • | : |
|--|---|---|---|
| ii natio | : As you read the Lust and Gelvin readings for the day, consider the following questions: How does this era of development and industry nalization compare to the "defensive development" from the 1800s? What were (and are) the political ramifications of the "oil revolution" in the le East? What are the reasons for US policy and actions in the Middle East? | 0 | : |
| | in, Chapters 15–17 | • | : |
| - | Lust2019Ch1Excerpt5.pdf | • | : |
| | POLI 357 F22 1-5 Pres.pdf | • | : |
| ∃ Sep 26 - 1 | .6 - Popular Mobilization and Revolution | • | : |
| | Readings Sep 26 Sep 26 3 pts | • | : |
| ₩e w | rrap up the end of our "foundations" module with a focus on Islamic resurgence, human rights, and the current state of Middle East politics. | • | : |
| Irania a. Mu Revo readi b. Ira Regio Allies War (| s: 1. Islamic resurgence - a. Islamism/Political Islam/Islamic Fundamentalism, b. Islamic resurgence in the 70s and 80s (and reasons why), c. an Revolution, d. Muslim Brotherhood in Egypt, e. Ennahda, f. al-Qaeda, g. Taliban, h. ISIS; 2. Popular mobilization, human rights, and repression - Islama to the Muslim Brotherhood, b. Thugs: baltagaya and shabiha, c. Pre-Arab Spring mobilization (e.g. Damascus Spring, Kifaya, Cedar Button), d. Arab "Spring" and "Winter", e. 2013 Egyptian coup, f. Examples of Syria and Bahrain as "coup-proofing", g. Hama massacre (not in Ing but look up), h. Vision 2030 and MBS reforms in Saudi Arabia, i. Women's rights and FGM; 3. The US and the Middle East - a. Afghanistan War, q War, c. Abraham Accords and diminishing importance of Palestine, d. Current role vs. other potential superpowers; 4. Conflict, Fighting for conal Dominance, and Sectarianism - a. Saudi Arabia vs. Iran, b. "Moderate Islamism" (Turkey, Qatar, Islamist Groups) vs. Saudi Arabia and Gulfs, c. Post-Arab Spring Conflicts (Syrian Civil War, Yemeni Civil War, Libyan intervention and Civil War), d. Current refugee crisis, e. Lebanese Civil (not in reading but look up); 5. Individuals - a. Muhammad Reza Pahlavi, b. Ayatollah Khomeini, c. Hosni Mubarak, d. Abdel Fattah al-Sisi, e. Hafez and, f. Bashar al-Asad, g. Sadam Hussein, h. Muhammad Bouazizi, i. Muhammad bin Salman (MBS), j. Jamal Khashoggi | • | : |
| 70s a Hold and v | : As you read the Lust and Gelvin readings for the day, consider the following questions: What are the reasons for the Islamic resurgence in the and 80s, and how is it similar to or different from the Islamic movements around the time of the Nahda? What are the main countries that currently power and influence in the Middle East, and what do they do with that power and influence? What causes popular mobilization in the Middle East, what makes it likely to be repressed? | • | : |
| ∰ Gelvi | in, Chapters 18 and Conclusion | • | : |
| | Lust2019Ch1Excerpt6.pdf | • | : |
| | POLI 357 F22 1-6 Pres.pdf | • | : |
| ∰ FIRST MI | DTERM EXAM Sep 27–30 (2 hours available, 1 hour likely, covers module 1) | • | : |
| ii This | will be taken in the JFSB Computer Lab. See the First Midterm Exam assignment below for additional information and the study guide. | • | : |
| | Midterm Exam 1 Sep 30 40 pts | • | : |
| | | | |
| | os 🧸 | + | : |
| Additiona are impor argument | ON NEW MODULE*** - Now that we're moving to a new module, the description for the readings assessment has been adjusted slightly. Illy, I want to emphasize that I do not expect you to read everything in all of the readings. For this module, it is the arguments not the terms that tant. If you are able to skim a reading enough to get the main context and argument as well as understand the evidence the author has for that that is sufficient. For each day, I list a set of key questions—usually, the readings are addressing one of these questions. Also, note that as the assessment assignments for this module state, you only have to do a summary for *1* reading of your choice in each set—you should skim the | • | ÷ |
| ∰ Oct 3 - 2.1 | - Varieties of Authoritarianism | • | : |
| | Readings Oct 3 Oct 3 3 pts | • | : |
| :: | Questions: What is is the nature of authoritarianism in the Middle East? Why is it so resilient? How are monarchies different than other forms of oritarianism? What is the lived experience of the people of the Middle East under authoritarian governments? | • | : |
| expla | : This first set of readings readings provides an overview. The textbook reading (Lust) provides a summary, while the Bellin readings seek to ain why the Middle East as a whole has not seen the democratic movements that many other regions saw in the second half of the 20th century. 2004 article outlines the author's argument, while the 2012 article re-summarizes the author's original argument and provides an update based on at that point in time somewhat more successful) Arab Spring. | • | : |

| H | Set 2: One type of authoritarian regime common in the Middle East is the monarchy. The Herb reading distinguishes a particular type of monarchy, the "dynastic" monarchy, and provides an argument and evidence for this type of monarchy being particularly resilient. The Jones reading, on the other hand, provides a look into the liberalizing tendencies of Western-educated monarchs and how they're reflected in their autocratic programs in the UAE. | • | : |
|-------------|--|---|---|
| # # | Set 3: The final set of readings provides a look at how citizens in the Middle East live in and respond to authoritarianism. In Wedeen (for which only chapter 2 is assigned), we get a look at how the cult of personality in Syria operates and how citizens navigate permissible speech (including regarding the Hama Massacre discussed in the previous module). The Bush et al article experimentally tests cultish iconography in the context of the UAE, finding that it has little effect on the compliance or support of citizens. Lastly, the chapter from Pearlman's book provides first-hand accounts of life under authoritarianism in Syria. | • | : |
| H | Lust, Chapter 3 | • | : |
| ii . | | • | : |
| | | • | : |
| # | | • | : |
| - | | • | : |
| :: | | • | : |
| - | ⊕ BushEtAl2016.pdf | • | : |
| - | | • | : |
| :: | | • | : |
| - ∰ Oc | t 5 - 2.2 - Political Economy and the Petro State | • | : |
| # | Readings Oct 5 Oct 5 3 pts | • | : |
| # | Key Questions: What is the state of economic development in the Middle East? How does conflict affect economic development? How does the "governance gap" affect economic development? How much is the Middle East's level of economic development a result of historical processes unique to the region? To what extent is oil a blessing or a curse for the economic and political development of the Middle East? | • | : |
| # | Set 1: This set consists of only the Lust reading, which provides a summary. | • | : |
| # | Set 2: The Kuran and Rubin readings focus on long-term historical processes and mechanisms that might explain the current developmental state of the Middle East. For Kuran, specific institutions associated with Islam are the primary cause of stagnation. For Rubin, it is the way in which political authorities used religion to legitimize their rule. | • | : |
| # | Set 3: The final two readings address the role of oil in the region. The Ross reading provides a more formal argument about the effect of oil on democracy discussed in the previous module. The Hertog reading tries to explain why, in spite of this effect, there are a number of successful state-owned enterprises in the region. | • | : |
| # | Lust, Chapter 7 | • | : |
| | | • | : |
| # | | • | : |
| :: | Ross2001.pdf | • | : |
| :: | | • | : |
| - | @ POLI 357 F22 2-2.pdf | • | : |
| - !! \$8 | Module 3 Country Choices Oct 7 0 pts | • | : |
| ii Oc | t 10 - 2.3 - International Alliances and Views of the West | • | : |
| # | Readings Oct 10 Oct 10 3 pts | 0 | : |
| <u>-</u> | Key Questions: What are the international and regional orders that have governed and currently govern the relationships between Middle Eastern states and between them and other international entities? Why have those orders existed? What factors determine attitudes of citizens in the MENA region toward the United States? What underlies belief in misinformation and conspiracy theories about international entities, including the United States? | • | : |

| ii | Set 1: The first readings provide a background understanding of international relations in the Middle East. The first reading, from the Lust textbook, is a summary by Marc Lynch (who authored the book we will read later in the semester). The second reading, by Keegan, provides a short summary of the Iran-Iraq War and the Gulf War. | • : | |
|--------|---|-------------------------------|---|
| - # | Set 2: How do MENA citizens feel about and what do they want from the US? Three readings discuss this topic. The first by Blaydes and Linzer discusses anti-American sentiment as a phenomenon driven by elite-level competition. The Jamal et al piece uses social media data to present anti-American sentiment as a function of US political intervention. Lastly, Nugent et al use an experiment to study Egyptian responses to US hegemony. | Ø : | |
| # | Set 3: The last set of readings explores belief in misinformation and conspiracy theories in the Middle East. Nyhan and Zeitzoff explore this belief using a survey experiment in Egypt and Saudi Arabia. Romney et al 2021 use social media data to try to explain belief in US-ISIS conspiracy theories, while Romney et al 2022 use a survey experiment across 10 Arab countries to compare beliefs in US-related conspiracy theories. (Note: the Romney et al 2022 article is still a work in progress—current edits are doing more to highlight the Sunni-Shia divide.) Lastly, Koehler-Derrick et al examine the supply of conspiracy theories—why would regimes want to use conspiracy theories about foreign and domestic entities? | ⊘ : | |
| # | Lust, Chapter 8 | ② : | |
| ii | | • : | |
| # | | • : | |
| # | | • : | |
| # | NugentEtAl2018.pdf | o : | |
| # | | • : | |
| # | RomneyEtAl2021.pdf | • : | |
| # | | • : | |
| :: | | • : | |
| # | POLI 357 F22 2-3.pdf | • : | |
| ∄ 0 | ct 12 - 2.4 - The Arab-Palestinian-Israeli Conflict | • : | |
| # | Readings Oct 12 Oct 12 3 pts | o : | |
| # | Key Questions: Why is the Arab-Palestinian-Israeli Conflict so central to the Middle East? How has the role of Arab countries in the conflict evolved over time? What is the current state of the conflict and current prospects for peace? | o : | |
| # | Set 1: The chapter in the Lust textbook (written by Mark Tessler) provides a summary of the conflict from its beginnings to around 2020. | ② : | |
| # | Set 2: The conflict is constantly evolving, so these readings provide additional contemporary summary and commentaries. The first reading by Aly et al, the final chapter of a new edition of their textbook on the conflict, provides an overview from 2006 to 2022. The second reading, from Foreign Policy, provides links to commentaries on the conflict from their 2021 publications (read the linked articles; if you hit a paywall, you should be able to access them using incognito mode in your browser or by searching on BYU library's website). | ⊘ : | |
| # | Set 3: Nir Baram wrote a book, titled "A Land without Borders," in 2017 that documents a set of interviews and encounters he had in the West Bank. In contrast to the other readings, these chapters provide a more human and personal perspective on the conflict—the first from a settler politician in a West Bank settlement, the second from Palestinians in Ramallah. | • : | |
| # | Lust, Chapter 2 | • : | |
| | | • : | |
| # | | • : | |
| # | Baram2017Ch2.pdf | ② : | |
| | | | ! |
| | Baram2017Ch3.pdf | Ø : | |
| - | | :: | - |
| - | Poli 357 F22 2-4.pdf | | |

| ∄ Oc | et 17 - 2.5 - Terrorism and Jihadism | • | : | |
|-------|---|---|---|---|
| ii . | Readings Oct 17 Oct 17 3 pts | • | : | |
| | Key Questions: What are the factors motivating the leaders of Jihadist groups? Why do some religious clerics adopt a Jihadist ideology? What factors motivate individuals to follow terrorist or Jihadist movements and choose where and whom to attack? What is the effect of terrorism or the threat of terrorism on populations? | • | : | |
| # | Set 1: The Gerges and Nielsen readings both address the motivations of elites in Jihadist organizations. Gerges addresses al-Qaeda and their decision to engage in transnational attacks. Nielsen provides a unique theory arguing why some religious clerics might adopt Jihadist ideologies. | • | : | |
| | Set 2: The second set of readings addresses individual-level motivation for engaging in terrorism. The Araj reading provides personal accounts of two Hamas suicide bombers. Krueger and Malečková use survey data to study the economic and demographic determinants of participation in Hezbollah. Hegghammer and Mitts both look at the motivations of Western Jihadists. | • | : | |
| # | Set 3: The final set is really a single reading examining the threat of rocket fire in Southern Israel and its effect on political attitudes. | • | : | |
| :: | | • | : | |
| # | | • | : | |
| # | | • | : | |
| ::: | | 0 | : | |
| | | • | : | |
| # | Mitts2018.pdf | • | : | |
| :: | | • | : | |
| # | @ POLI 357 F22 2-5.pdf | • | : | |
| ⊞ Oc | ct 19 - 2.6 - Rebellion and Violence | • | : | |
| # | Readings Oct 19 Oct 19 3 pis | • | : | |
| | Key Questions: What is the nature of the armed uprisings that occurred during the Arab Spring? What institutional factors affect the success of rebel groups? What does an uprising look like for citizens? What can lead citizens to participate in armed rebellion? | • | : | |
| # | Set 1: These two chapters from the Lynch book discuss the various uprisings of the Arab Spring and how a number of them—in particular Libya, Yemen, and Syria—turned into armed conflicts that (mostly) continue to this day. | • | : | |
| H | Set 2: Parkinson and Krause both write about institutional factors that affect the success of armed rebellions. Parkinson uses data from Palestinian organizations during the Lebanese Civil War to discuss the role of social networks in sustaining armed movements. Krause uses data from Palestine and Algeria to address the role of the distribution of power in sustaining movements. | • | : | |
| | Set 3: The last set of readings focuses on individual-level motivations for engaging in armed rebellion or revolution. The Pearlman reading provides first-hand accounts from participants in Syria, while the Tezcur reading focuses on Kurdish militants. | • | : | |
| | Lynch book, Chapters 3 and 4 | • | : | 1 |
| # | Parkinson2013.pdf | • | : | |
| :: | | • | : | |
| # | Pearlman2017Ch3.pdf | • | : | 1 |
| | | • | : | 1 |
| # | @ POLI 357 F22 2-6.pdf | • | : | |
| ij Oc | ct 24 - 2.7 - Islamist Activism and Sectarian Electoral Politics | • | : | |
| | Readings Oct 24 Oct 24 3 pts | • | : | |
| # | Key Questions: What roles do religion and sectarian identity play in politics in the Middle East? What accounts for the pervasiveness of and success of Islamist movements throughout the Middle East? Do Islamist groups "moderate" when they get into positions of power? What role does ethnic and religious identity play in the provision of social services and goods from the government in Middle Eastern states? | • | : | |

| !! | Set 1: This reading from the Lust textbook provides an overview of the topic. | • | : |
|----------------|---|---|---|
| # | Set 2: The Masoud and Schwedler readings address the success of Islamist groups. The Masoud reading focuses in particular on Egypt's Muslim Brotherhood and the reasons for their electoral success in Egypt. The Schwedler reading is a review of multiple books that address the "inclusion-moderation" hypothesis for Islamist groups. | 0 | : |
| Ħ | Set 3: The final set of readings address the way in which the provision of social services and goods are tied to sectarian identities through support for specific political parties, a phenomenon often referred to as clientelism. The Cammett reading looks at this in Lebanon, while the Corstange reading examines similar processes in Lebanon and Yemen. | • | : |
| # | Lust, Chapter 4 | • | : |
| # | Masoud2014Ch1Ch3Ch4.pdf | • | : |
| :: | ⊗ Schwedler2011.pdf | • | : |
| - !! | | • | : |
| - !! | | • | : |
| # | | • | : |
| - ∷ Oct | t 26 - 2.8 - Civil Society | • | : |
| - | Readings Oct 26 | • | : |
| - | Oct 26 3 pts | | • |
| # | Key Questions: What role have political parties, civil society, and social movements played in demands for social and political change in the Middle East? How have states and those in positions of power in the Middle East used civil society organizations as a way to control their populations? What determines minority political involvement? What role does social media and the internet play in civil society in the Middle East? | • | : |
| ii | Set 1: The textbook chapter provides a broad overview of organizations and movements for change in the Middle East. | • | : |
| # | Set 2: Both the Wiktorowicz and Jamal readings address the "dark" side of civil society in Jordan and Palestine, respectively. Both use examples from their respective countries to explain why civil society organizations do not always lead to democratizing tendencies in the Middle East. | • | : |
| H | Set 3: The last two readings are meant to look at additional aspects of civil society in the Middle East. My article, coauthored with Alex and Chagai, looks at political and civil participation by a minority group (Palestinian Citizens of Israel) in response to a potential threat to their citizenship. The POMEPS collection provides a collection of views by leading scholars on the digital side of civil society in the Middle East. | • | : |
| | Lust, Chapter 5 | • | : |
| | | 0 | : |
| # | | • | : |
| # | WeissEtAl2022.pdf | • | : |
| | | • | : |
| # | | • | : |
| - # #8 | Mid-Course Evaluation Oct 28 2 pts | • | : |
| | Research Paper - Design/Outline Oct 28 7 pts | • | : |
| ∰ Oct | t 31 - 2.9 - Human Rights and Gender | • | : |
| # | Readings Oct 31 Oct 31 3 pts | 0 | : |
| # | Key Questions: What has driven some of the large social changes in the history of the Middle East? How are these changes related to human rights and women's rights in the region? What factors lead women to support "fundamentalist" Islam or public expressions of Islam like wearing the veil? What kind of political representation do women have in the Middle East, and how does gender representation in political bodies affect views of the public? | • | : |
| # | Set 1: The textbook chapter provides a broad overview of social change, human rights, and gender issues in the Middle East. | • | : |
| # | Set 2: Both of these readings look at women's participation in Islam. The Blaydes and Linzer piece looks at why some women might choose to support fundamentalist Islam, while the Ahmed chapter looks at reasons for women's support of veiling (and personal choice to veil) during the Islamic resurgence in the 70s–90s. | • | ÷ |

| H | Set 3: The final two readings look at female political representation in the Middle East, the use of this by regimes (Bush and Gao) as well as citizens' views of gender representation (Kao et al). | • | : |
|----------|--|---|---|
| ::: | Lust, Chapter 6 | • | : |
| ii . | | • | : |
| ii . | | • | : |
| | BushGao2017.pdf | • | : |
| H | MaoEtAl2022.pdf | • | : |
| :: | | • | : |
| ∰ SE | COND MIDTERM EXAM Nov 1–4 (2 hours available, 1 hour likely, covers module 2) | • | : |
| <u>.</u> | This will be taken in the JFSB Computer Lab. See the Second Midterm Exam assignment below for additional information and the study guide. | • | : |
| ii . | Midterm Exam 2 Nov 4 40 pts | • | : |

| ▼ 3. Cases & Conclusion | o + : |
|--|--------------|
| Nov 7 - 3.1 - Egypt | o : |
| Readings Nov 7 Nov 7 3 pts | o : |
| | ⊘ : |
| Lust, Chapter 10 | ⊙ : |
| | ⊘ : |
| (a) Hamzawy2017.pdf | • : |
| Nov 9 - 3.2 - Saudi Arabia | ② : |
| Readings Nov 9 Nov 9 3 pts | ② : |
| | ⊙ : |
| Lust, Chapter 21 | ⊙ : |
| Renard2008.pdf | ⊘ : |
| | ⊙ : |
| | ⊘ : |
| POLI 357 F22 3-1 and 3-2.pdf | ② : |
| Nov 14 - 3.3 - Iran | ⊙ : |
| Readings Nov 14 Nov 14 3 pts | ⊘ : |
| | ⊘ : |
| Lust, Chapter 11 | ⊘ : |
| Part 2 of "Bitter Rivals: Iran and Saudi Arabia" from PBS Frontline (Link in Instructions Doc) | ⊘ : |
| At least the first hour of part 2 of "Our Man in Tehran" from PBS Frontline (Link in Instructions Doc) | • : |
| @ POLI 357 F22 3-3.pdf | ② : |

| ii No | ov 16 - 3.4 - Israel and Palestine | • : |
|-------|--|------------|
| | Readings Nov 16 Nov 16 3 pts | ⊙ : |
| - | | ⊘ : |
| - | Lust, Chapter 13 (only pages 442–458) | • : |
| - | Lust, Chapter 20 | ⊘ : |
| H | | • : |
| iii | | • : |
| # | | • : |
| # | © PCPSR2022.pdf | • : |
| ∷ | POLI 357 F22 3-4.pdf | • : |
| ii No | ov 21 - 3.5 - Iraq | • : |
| ii | Readings Nov 21 Nov 21 3 pts | ⊘ : |
| | | • : |
| # | Lust, Chapter 12 | ② : |
| # | "Once Upon a Time In Iraq" from PBS Frontline (Link in Instructions Doc) | ② : |
| H | POLI 357 F22 3-5.pdf | • : |
| # ₽ | Research Paper - Rough Draft Nov 22 30 pts | ② : |
| | ov 28 - 3.6 - Turkey | ⊙ : |
| # | Readings Nov 28 Nov 28 3 pts | ⊘ : |
| | | • : |
| | Lust, Chapter 24 | ② : |
| - | Additional Articles and Videos (Links in Instructions Doc) | ⊙ : |
| # | POLI 357 F22 3-6.pdf | • : |
| - | ov 30 - 3.7 - Morocco | ⊘ : |
| # | Readings Nov 30 Nov 30 3 pts | • : |
| - | | ⊘ : |
| :: | Lust, Chapter 19 | ⊘ : |
| :: | Additional Articles and Videos (Links in Instructions Doc) | ② : |
| | POLI 357 F22 3-7.pdf | ② : |
| :: B | Pictures of the Middle East - Writeup Dec 2 25 pts | • : |
| | ec 5 - Reflections and Pictures of the Middle East | ⊘ : |
| # | End-of-Course Reflection Dec 5 5 pts | ⊘ : |
| | ec 7 - NO CLASS TODAY | • : |
| - | | |

