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**Department of Political Science and Public Administration**

**POS 358: International Relations of the Middle East**

**Spring 2016**

**TR 3:30-4:45 p.m.**

**Instructor**: Dr. David Faris

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**Office Hours**: Wednesdays 1-4 p.m. and by appointment

**Course Description:**

International Relations of the Middle East explores the core questions facing scholars and policymakers in the Middle East. Instead of reading the Middle East as a exotic or foreign region where the normal rules of diplomacy and state-making do not apply, this course conceptualizes the Middle East as a peripheral subsystem in the global order, and as a key battleground for both great powers seeking resource hegemony, as well as regional powers seeking local dominance within the subsystem. The course will analyze the ongoing influence of the Ottoman Empire’s disappearance, and its replacement by Western colonial creations, and will then proceed to 5 main topics: the Cold War and great power politics in the region; the Arab-Israeli conflict; the Iraq War; the ongoing strategic crisis of Iran and the turmoil in Syria. Importantly, the foreign policies, aspirations, and orders of the region’s states will not be treated exclusively through Western eyes, but will also be interpreted according to the philosophies, strategies and goals of the people and states of the region itself.

**Goals and Philosophy:**

The course is designed to help you become conversant in the major political questions and themes that characterize public debate in the global order. By the end of the course you will not just understand but be fluent in the kinds of questions policymakers, scholars, and opinion-leaders tackle on a daily basis, by becoming immersed in the *discipline-specific* *content* of the field. To that end, we will be working toward your ability to *effectively communicate* ideas and concepts in the field of Middle East politics. Finally, Middle East politics will be read through the framework of *social justice*, including imagining what kinds of policies, relationships and ideas would be most beneficial to the people of the region.

**Required Texts:**

The following texts are available for purchase in the university bookstore.

1. Fawcett, Louise. *International Relations of the Middle East*. **Third Edition**. Oxford University Press, 2013. (Oxford)
2. Lesch, David W. *The Arab-Israeli Conflict: A Histor*y. (Oxford)
3. Abboud, Samer N. *Syria.* (Polity)

*All other readings will be posted well in advance on Blackboard. Such readings are denoted by a* **{BB}** *in the syllabus.*

**Prerequisites:** POS 103 with a C- minimum *or* instructor permission.

**Attendance and Punctuality:**

Attendance for this course is mandatory. Each student is allowed to miss three classes without penalty. Each additional absence will deduct 3 points from your final grade.

**Grade Components**

*Mid-term Exam:* There will be an in-class midterm, administered on Thursday, March 3rd.

*Position Papers:* Each student will write three 1200-1500 word position papers on specific questions as stated in the syllabus. Details for these assignments will be posted to Blackboard and will be distributed in class well in advance of the first due date.

*Final Exam*: There will be an in-class final exam administered on the approved final exam date. See the Roosevelt University calendar for details.

*Presentations:* Each student will be part of two different presentations on controversial issues in Middle East politics and history. Details will be distributed on the 2nd day of class.

*Participation*: Students will also receive a grade based on their contributions to class. The rubric is below:

A: Student rarely misses class, contributes frequently with thoughtful comments clearly drawn from a careful consideration of class materials.

B: Student rarely misses class, contributes occasionally with comments and questions that are clearly drawn from a consideration of class materials.

C: Student misses class frequently, and participates with comments that betray a lack of engagement with class materials. A C will also be assigned to students who attend class diligently but never contribute to class discussions.

D: Student misses class very often and makes contributions to the class environment that are an obvious distraction from the materials, ideas and issues under consideration.

F: Student rarely if ever shows up for class.

**Written assignments are due on the assigned due dates and promptly at the times specified on the assignments. Late assignments will be penalized as follows:**

* 1 min – 12 hours past due: GRATIS
* 12 hours to 24 hours past due: -5%
* 24 hours to 36 hours past due: -10%
* 36 hours to 48 hours past due: -20%
* 48 hours past due: Assignments Accepted at 70% credit

**You are responsible for sending the correct file in the correct format**. Emails without attachments, or emails containing files other than Word documents, will be regarded as not fulfilling the assignment. You may not under any circumstances:

* Claim that you saved the email in draft form but simply forgot to send it
* Claim that you sent the email to the wrong address
* Claim that you wrote the paper but simply forgot to send it to me
* Claim that you emailed me but forgot to attach the assignment
* Claim that the Internet is down where you live
* Claim that your document was lost in a catastrophic computer crash
* Claim that your document was lost, stolen or otherwise corrupted
* Email me days later with a different file claiming the file you sent me the first time was the wrong one. If you send the wrong file, you MUST realize and rectify the error within the timeframe of the due date.

**The grading scale is as follows**. Grades will be rounded down below .5, and rounded up for .5-.9 – i.e. an 89.4 is an 89, but an 89.5 is a 90.

92.5 – 100% : A 86.5 – 89.4%: B+ 76.5 – 79.4%: C+ 66.5 – 69.4%: D+

89.5 – 92.4%: A- 82.5 – 86.4%: B 72.5 – 76.4%: C 59.5 – 66.4%: D

79.5 – 82.4%: B- 69.5 – 72.4%: C- 0 – 59.4%: F

**Academic** **dishonesty**: The university’s policies on issues such as plagiarism, recycling, cheating and other forms of academic dishonesty can be found in the student handbook, which is available as a link here: <http://www.roosevelt.edu/CurrentStudents.aspx> . Additional guidelines for avoiding plagiarism are available here: <http://www.roosevelt.edu/Provost/Faculty/AcademicIntegrity.aspx>

**Disability**: Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt’s policies and practices are found here: <http://www.roosevelt.edu/StudentSuccess/Disability/Discrimination.aspx> If you have a condition or disability that requires special arrangements, please alert your instructor or the Academic Success Center as soon as possible, certainly before any assignment or classroom activity that requires accommodation**.** The Academic Success Center is located in AUD 128 in Chicago, and the phone number is 312-341-3818. In Schaumburg, the office is in room 125, and the phone number is 847-619-7978.

**Withdrawal** **date**: The final date for an official withdrawal from this class (meaning a “W” would appear on your transcript) is March 28th. After that, if you want to withdraw, you’ll need to petition the registrar. Petitions are granted only for non-academic reasons after the deadline**.** If you receive financial aid, it’s best to check with your counselor to assure that aid isn’t affected by withdrawing from a class. The complete withdrawal policy is here, along with a link to the withdrawal deadlines for classes offered in shortened or online terms: <http://www.roosevelt.edu/Registrar/Registration/Drop.aspx>

**Religious holidays**: Please let your instructor know as soon as possible if you will miss class because you are observing a religious holiday. Roosevelt University policy requires written notification to to the instructor within the first two weeks of the term. Any work you miss because of a religious holiday can be made up. You can see the full policy here: <http://www.roosevelt.edu/Policies/ReligiousHolidays.aspx>

**Student Code of Conduct:** Students enrolled in the university are expected to conduct themselves in a manner compatible with the university’s function as an educational institution. <http://www.roosevelt.edu/StudentSuccess/Conduct.aspx>

**Title IX**

Title IX makes it clear that violence and harassment based and sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you should contact our office of Title IX compliance or visit the office in WB 1312. For more information about Title IX please visit <http://www.roosevelt.edu/About/Compliance/About.aspx>

**Writing Center**

Students who need additional assistance in writing should visit the Writing Center. Information about the center can be found at its website:

<http://www.roosevelt.edu/CAS/Programs/LIT/WritingCenter.aspx>

**Grading**

Mid-term 20%

Position Paper #1: 10%

Position Paper #2: 10%

Position Paper #3: 15%

Final Exam: 30%

Presentations: 10%

Participation: 5%

**The grading scale is as follows**. Grades will be rounded down below .5, and rounded up for .5-.9 – i.e. an 89.4 is an 89, but an 89.5 is a 90.

92.5 – 100% : A 86.5 – 89.4%: B+ 76.5 – 79.4%: C+ 66.5 – 69.4%: D+

89.5 – 92.4%: A- 82.5 – 86.4%: B 72.5 – 76.4%: C 59.5 – 66.4%: D

79.5 – 82.4%: B- 69.5 – 72.4%: C- 0 – 59.4%: F

**LAST DAY TO WITHDRAW from spring 2016 courses is 10/31/2013.**  
Prior to and including the first week of the fall or spring semester sessions, students may drop one or more courses with no record of the class appearing on the transcript. In weeks two through ten of the fall or spring semester, students may complete a Change in Registration form in person or by fax.

The form is found on the web at [http://www.roosevelt.edu/registrar/forms](https://webmail.roosevelt.edu/owa/redir.aspx?C=e10aa61a4f154d6e95c3df19f3f1aa2d&URL=http%3a%2f%2fwww.roosevelt.edu%2fregistrar%2fforms" \t "_blank).  Online withdrawals after the semester has begun are not an option. The course will be recorded on the transcript with the notation of "W" indicating that the student withdrew. After week ten of the fall or spring semester students may not withdraw from courses without completing a Petition for Late Withdrawal form found at [http://www.roosevelt.edu/registrar/forms](https://webmail.roosevelt.edu/owa/redir.aspx?C=e10aa61a4f154d6e95c3df19f3f1aa2d&URL=http%3a%2f%2fwww.roosevelt.edu%2fregistrar%2fforms" \t "_blank).  The petition form requires the student’s signature and the approval of the instructor, department chair, dean or dean’s designee.  It also requires a statement of the non-academic reason for your late withdrawal, including reason student was unable to withdraw by deadline, AND, documentation.  
  
Withdrawing from courses may have serious consequences for academic progress towards the degree, for financial aid eligibility, for repayment of refunds, visa requirements (for international students), and eligibility for competition (for student athletes). Students should consult carefully with their instructors and academic advisors and must meet with a financial aid advisor before withdrawing from classes after the semester has begun.  Tuition Refund Schedule and Withdrawal deadlines are published for each semester and for summer session on the Important Dates page of the website at [http://www.roosevelt.edu/registrar/ImportantDates](https://webmail.roosevelt.edu/owa/redir.aspx?C=e10aa61a4f154d6e95c3df19f3f1aa2d&URL=http%3a%2f%2fwww.roosevelt.edu%2fregistrar%2fImportantDates" \t "_blank)

**University Policy on Absence to Observe Religious Holidays**

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing within the first two weeks of the semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. See the student handbook for further details.

**Academic Integrity**

Committing **plagiarism** or other academic dishonesty (e.g., cheating) will result in a grade of 0 (zero) for the assignment in question, and will result in formal notification of the incident to your major department chair, college dean, and the University’s Assistant V. P. for Student Services. Further disciplinary action may be pursued depending on the circumstances of the incident and may result in expulsion from the university. There are **no exceptions** to this policy.

**Class Schedule**

**Week 1**

**Thursday, January 21st**

In class: Introductions and logistics

**Week 2: The Logic of Anarchy in the Middle East**

**Tuesday, January 26th**

In class: Lecture: IR in the Middle East

Read: Fred H. Lawson, “International Relations Theory and the Middle East.” (Fawcett Chapter 1, pp. 19-36). Fawaz A. Gerges: “The Study of Middle East International Relations: A Critique.” British Journal of Middle East Studies, 1991 **{BB}**.

**Thursday, January 28th**

In class: Discussion

Read: Peter Mandaville, “Islam and International Relations of the Middle East: From Umma to Nation State” (Fawcett Chapter 8, pp. 167-184)

**Week 3: Inventing the Middle East: States Out of Empires**

**Tuesday February 2nd**

In-class: “Emergence of the Middle East state system”

Read: Rogan, Eugene L. “The Emergence of the Middle East into the Modern State System” (Fawcett Chapter 2, pp. 37-59);

**Thursday, February 4th**

Read: **Everyone**: Eugene Rogan, “[A Century After Sykes-Picot](http://www.thecairoreview.com/essays/a-century-after-sykes-picot/).” Cairo Review of Global Affairs (2015). **Blue Team**: Lustick, Ian. “The Absence of Middle East Great Powers: Historical “Backwardness” in Comparative Perspective.” **(BB) Red Team:** Sara Pursley, “Lines Drawn on an Empty Map, [Part I](http://www.jadaliyya.com/pages/index/21759/lines-drawn-on-an-empty-map_iraq's-borders-and-the) and [Part II](http://www.jadaliyya.com/pages/index/21780/lines-drawn-on-an-empty-map_iraq%E2%80%99s-borders-and-the)”. *Jadaliyya*, June 2, 2015. **{BB}**.

**Presentation**: **Sykes-Picot**

**Due at midnight on Saturday, February 6th: Position Paper #1: What role did colonialism play in the contemporary Middle East? Are colonial powers primarily responsible for the shape of the contemporary Middle East, or did the peoples of the region play a determinative role? (NOTE: Feb 4. Presenters have 48 extra hours for this assignment)**

**Week 4: The Origins of the Arab-Israeli Conflict**

**Tuesday, February 9th**

Lecture “Origins of the Arab-Israeli Conflict”

Read: David Lesch “The Intellectual and Physical Setting” (Lesch pp. 1-15).

**Thursday February 11th**

In-class: Discussion

Read: Lesch “Competing Ideologies” (Lesch pp. 16-44) and Lesch “The Convergence” (Lesch pp. 45-93)

**Week 5: The Arab-Israeli Conflict From Mandate to Cold War**

**Tuesday, February 16th**

Lecture “How Israel Was Born and What it Wrought”

Read: Lesch, “The Palestine Mandate” (Lesch pp. 94-125); Lesch “Independence and *al-Nakba*” (Lesch pp. 126-161)

**Wednesday, February 17th: State of the Middle East Forum at Roosevelt University, 3-5:30 p.m. Please attend if you can.**

**Thursday, February 18th**

Read: **Everyone:** Khalil Shqaqi, “The Principle Facets of the Refugee Problem.” *Palestine-Israel Journal* (2002). **Blue Team:** Walid Khalidi, “Why Did the Palestinians Leave, Revisited.” *Journal of Palestine Studies* (2005) **{BB}. Red Team:** Shabtai Teveth, “[Charging Israel With Original Sin](https://www.commentarymagazine.com/articles/charging-israel-with-original-sin/).” *Commentary*. September 1st, 1989 **{BB}.**

**Presentation**: **The Palestinian Refugee Crisis**

**Week 6: Six Days of War**

**Tuesday, February 23rd**

In-class: Lecture: The Six Day/June War

Read: Lesch “Cold Wars and the Middle East Matrix” (Lesch pp. 162-194); Lesch “The Earthquake” (Lesch pp. 195-232)

**Thursday, February 25th**

**Presentation: Land For Peace**

Read: **Everyone:** Stephen Zunes, “International Law, the UN and Middle Eastern Conflicts.” *Peace Review* (2004), pp. 285-292. **Blue Team**: David McDowall, “Clarity or Ambiguity? The Withdrawal Clause of UN Security Council Resolution 242.” *International Affairs* (2014) **{BB}. Red Team:** Arthur J. Goldberg, “What Resolution 242 Really Said.” *American Foreign Policy Interests* (1988) **{BB}.**

**Week 7: The Arab-Israeli Conflict: The Origins of Peace**

**Thursday, March 1st**

In-class: Lecture: “The invention of peace”

Read: Lesch “The Road to 1979” (Lesch pp.233-285); Lesch “Mutual Fallouts: Lebanon and the Arab-Israeli Conflict” (Lesch pp. 286-316)

**Thursday March 3rd**

In-class: **Midterm Exam**

**Week 9: The Arab-Israeli Conflict: Hope and Despair**

**Tuesday March 15th**

In-class: Lecture: “The Decline of the Oslo Process”

Read; Shlaim, Avi “The Rise and Fall of the Oslo Peace Process” (Fawcett Chapter 13, pp.268-285); Lesch, “A Decade of Hope” (Lesch pp. 317-364)

**Thursday March 17th**

In-class: Discussion

Read: Hussein Agha and Robert Malley, “Camp David: The Tragedy of Errors,” *New York Review of Books*, August 9, 2001 **{BB}**. Benny Morris and Ehud Barak, “[Camp David – Continued.](http://www.nybooks.com/articles/2002/06/27/camp-david-and-aftercontinued/)” *New York Review of Books*, June 27, 2002. **{BB}**

**Week 10: What Future For Israel and Palestine?**

**Tuesday, March 22nd**

In-class: Discussion

Read: Lesch, “Breakdown” (Lesch pp. 365-392), Lesch, “Reconstruction?” (Lesch pp. 393-460).

**Thursday, March 24th**

**Presentation: Is the Two State Solution Dead?**

Read: **Everyone**: Arie Kacowicz, “The process of reaching peaceful territorial change.” *Journal of Interdisciplinary History* (1996), pp. 215-245. **Red Team**: Rumley, Grant and Amir Tibon, “The Death and Life of the Two-State Solution” *Foreign Affairs* (2015). **{BB} Blue Team:** Farsakh, Leila, “The One-State Solution and the Israeli-Palestinian Conflict.” *Middle East Journal* (2011). **{BB}.**

**Due at midnight on Saturday, March 26th: Position Paper #2: What events or policies have been most important in preventing a settlement between Israelis and Palestinians? Has the failure to come to terms been largely a failure of policy and policymakers, or is it more fundamentally insoluble? (Note: March 24 presenters have 48 extra hours for this assignment)**

**Week 11: America From Cold War to Iraq War**

**Tuesday March 29th**

In-Class: Lecture

Read: Michael C. Hudson, “The United States in the Middle East” (Fawcett Chapter 16, pp. 321-343); Baghat Korany, “The Middle East Since the Cold War” (Fawcett 4, pp. 78-100). Giacomo Luciani, “Oil and Political Economy in the International Relations of the Middle East” (Fawcett Chapter 5, pp. 103-126)

**Thursday March 31st**

In-class: Discussion

Read:Selections from Geoffrey Wawro, *Quicksand: America’s Pursuit of Power in the Middle East* **{BB}**.

**Week 12: The Iraq War and Its Aftermath**

**Tuesday, April 5th**

In-class: Lecture

Read: Philip Robins, “The War For Regime Change in Iraq” (Fawcett Chapter 15, pp. 304-320.) Kenneth Pollack, “Next Stop Baghdad.” **{BB}**

**Thursday, April 7th**

**Read:** **Everyone**: Marina Ottaway, “Rebuilding State Institutions In Collapsed States.” *Development and Change* (2002). **{BB}** **Red Team**: Rick Brennan, “Withdrawal Symptoms.” *Foreign Affairs*, November/December 2014 **{BB}**, **Blue Team**: Lawrence Korb, “Exit Music,” *Foreign Affairs*, January/February 2015. **{BB}**

**Presentations: Did the U.S. err in leaving Iraq?**

**Due: Position Paper #3: Was the decision to invade Iraq a wise policy choice? If so, why? If not, how might some of the problems that plagued post-war Iraq have been avoided?**

**Week 13: The Challenge of Iran**

**Tuesday, April 12th**

Lecture “Iran: The Issues”

Read: F. Gregory Gause, “The International Politics of the Gulf” (Fawcett Chapter 14, pp. 286-303).

**Thursday April 14th**

### Read: Everyone: Gary Samore, “The Iran Nuclear Deal, A Definitive Guide,” pp 1-13. Belfer Center. {BB}. Blue Team: David Faris, “[Good Will Hunting in Iran](http://www.ethosreview.org/intellectual-spaces/good-will-hunting-in-iran/).” *Informed Comment*, April 3rd, 2015. {BB}. Red Team: Shadi Hamid, “[Why I’m Torn About the Iran Deal](http://www.brookings.edu/blogs/markaz/posts/2015/07/15-middle-east-iran-deal-obama-hamid).” Brookings Institution, July 15th, 2015. {BB}

### Presentations: The Iranian Nuclear Deal

**Week 14: The Arab Spring and Syria**

**Tuesday April 19th**

In-class: Lecture: From Uprising To Civil War

Read: Abboud, pp. 1-82

**Thursday April 21st**

Read: Abboud, pp. 83-119

**Week 14: Syria from Crisis to ISIS**

**Tuesday April 26th**

**Read: Abboud pp. 120-228**

**Thursday April 28th**

**Read: Everyone:** Jessica Stern, “Obama and Terrorism.” *Foreign Affairs*, (2015). **{BB}.** David Faris, **Blue Team**: “[5 Questions For Syria Hawks](http://www.juancole.com/2015/12/5-questions-for-syria-hawks.html).” *Informed Comment*, December 23rd, 2015. **Red Team**: Max Boot, “[Defeating ISIS](http://www.cfr.org/iraq/defeating-isis/p33773).” Council on Foreign Relations (2014). **{BB}.**

**Presentations: Syria Intervention**

**Due midnight Saturday, April 30th: Position Paper #3: Should the global community intervene more forcefully in Syria? (NOTE: April 28 presenters have 48 extra hours for this assignment)**

**Thursday, May 6th**

**FINAL EXAM, 3:30 P.M.-6:00 p.m.**

**Semester Wrap and Farewells**