



LEE UNIVERSITY

SYLLABUS

POLS-348: Middle East Politics

Date: 09/26/2016

Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

The course will provide an overview of historical factors that seek to explain the nature and behavior of modern Middle East politics today. While the emphasis will be on political behavior, the approach will be historical, detailing the history of Middle East politics from the medieval period through Ottoman times up to the present. Understanding modern Middle East politics is impossible without a basic understanding of its origin and development in the wider Middle East region.

Required Text(s) and/or Supporting Resources:**Required Text:**

Rogan, Eugene. *The Arabs: A History*. New York: Basic Books, 2011. ISBN: 9780465025046.

Additional Supporting Resources:

Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

POLS-256

Course Goals and Learning Outcomes:**PURPOSE**

The course seeks to give students a foundational understanding of the nature and behavior of modern Middle Eastern Politics, broadly understood to include political, religious, cultural, and economic dimensions. Using a broadly historical perspective, its main goal is to help students see wider patterns of continuity and diversity in the thought and practices of the peoples of the Middle East. In the wake of 9/11 and the Arab uprisings after 2010, its broader perspective is meant to help students make sense of much confusion, chaos, randomness, and mutual misunderstanding currently prevailing in Western media about the nature and causes of contemporary Middle East politics.

General Learning Objectives (Course Goals):

This course seeks to:

1. Sensitize students to the subjective aspects of cross-cultural comparison that entail many assumptions—theological, political, and cultural—that otherwise go unexamined when making judgments about another people, culture, and religious tradition.
2. Introduce students to the broader historical context for understanding modern Middle East politics; in particular, how both distant and recent history have shaped the politics of the modern Middle East.
3. Outline political factors that help to explain society and social change.

4. Identify historical characteristics of Middle East political thought and practices that have dominated the modern period.
5. Examine the structure of political economy in the region that both enables and constrains its states, peoples, and cultures.
6. Reflect on the relationship between religion, politics, and society, and how these all interact with and influence one another.
7. Explain the role and development of political Islam in the modern period.
8. Understand the role of European nationalism and colonialism as catalysts for modern ME politics.
9. Grasp the origins and development of the Israeli-Palestinian conflict, and why this resonates so broadly in the Arab world.
10. Learn how influential powers external to the region (the 'Great Powers') are in determining the form and tenor of Middle East politics, whether that influence is expressed in commercial, colonial, military, or strategic terms.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Identify the basic historical factors in the medieval and modern periods that set the stage for modern ME politics.
2. Understand what kinds of factors comprise both social stability and change.
3. Note the authoritarian behavior pattern of modern ME politics.
4. Outline the role of oil in the political economy of the region.
5. Become familiar with how Islam is mobilized as a political as well as religious resource.
6. Better understand the limits and possibilities of democratic governance and what that means within the context of Muslim societies and political Islam.
7. Frame the Israeli-Palestinian conflict in its local, regional, and international contexts.
8. List at least three basic behavioral traits of the regional political system.
9. List at least three basic consequences of international influence on the Middle East region and its politics.

Major Topics:

- A. Islamic & Ottoman influence, European expansion & colonialism, and WWI in determining the nature of ME politics.
- B. Causes and nature of social change in the ME region.
- C. Authoritarianism, the police-security state, and the prospect of democracy.
- D. Relation between religion and politics as a general problem.
- E. Israeli-Palestinian conflict and its regional influence.
- F. Interstate relations between nations in the Middle East region.
- G. The mutual influence and interaction between external state powers and states of the Middle East.

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** Threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and to engage with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the

depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above), followed by responses that engage with other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. More information on threaded discussions will be forthcoming. If you have further questions on how these are evaluated, please contact your instructor.

C. **Unit Assignments.** This assignment is a one-page reflection paper on a media clip provided.

D. **Exams.** Students will take a Mid-Term and a Final Exam. The Mid-Term will consist of two essay questions (out of four possible choices), and the Final will consist of two essays and five short answer questions. The Mid-Term will cover Units 1-4 and the Final will cover Units 5-7.

Evaluation:

A. Threaded Discussions	350
B. Unit Assignments	50
C. Course Project	200
D. Exams	400

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair

attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).

- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

Lust, Ellen, ed. *The Middle East*, CQ Press, 2013, 13th Ed.
 Gelvin, James. *The Arab Uprisings—What Everyone Needs to Know*. New York: Oxford, 2012. (Kindle edition available)
 Gelvin, James. *The Modern Middle East—A History*. New York: Oxford, 2011, 3rd Ed.

Cleveland, W., Bunton M., *A History of the Modern Middle East*. Boulder: Westview, 2012 5th Ed. (E-book available)

Rogan, Eugene. *The Arabs: A History*. New York: Basic Books, 2012. (E-book available)

Milton-Edwards, Beverly. *Contemporary Politics in the Middle East*. Polity, 2011, 3rd Ed.

Owen, Roger. *State, Power and Politics in the Making of the Modern Middle East*. Routledge, 2004, 3rd Ed.

Tolan, Sandy. *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East*. London: Bloomsbury, 2006.

Morris, Benny. *Righteous Victims: A History of the Zionist-Arab Conflict 1881-1998*. Random House: Vintage, 2011.

Gasiorowski, M., Long, D., Reich, B. (eds.) *The Government and Politics of the Middle East and North Africa*. Boulder: Westview, 7th Ed.

Martin Kramer: Arab Nationalism: Mistaken Identity
<http://www.martinkramer.org/sandbox/reader/archives/arab-nationalism-mistaken-identity/>