Syllabus for Summer 2019: Session A
WELCOME!

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Office: Research Hall – room 358 (third floor)
Office Hours: 12:45 pm – 1:30 pm and by appointment

I will also be in class 15 minutes early and after class to respond to any questions and comments. Other times – please contact me via email and we can arrange a convenient time.

Course Description:
There are so many changes that are currently taking place in the political governance of many countries in the Middle East and North Africa (MENA). So, an examination of the history, political systems; the main economic, social and political issues and challenges; and international relations of the countries in the MENA region is a timely and essential endeavor to get a better understanding of these dramatic changes. This course will review the essentials (historical, social, economic and political developments) in the Middle East: Maghreb, Mashreq and the Gulf.

Class Goal: To gain a better understanding of the modern Middle East and North Africa during this most tumultuous time. This will be accomplished through a comprehensive and accessible study of the politics within the MENA countries; and the international relations between the MENA countries and the external influences on this volatile and important region.
Class Objectives:

- Knowledge of the major dates, treaties, events (especially the Arab Spring 2010/11) that shape the current MENA countries
- Strengthen the knowledge of why and how MENA countries behave and the current state of affairs in key countries particularly war, conflict and deteriorating economic conditions
- Enable students to understand the internal and international politics in the MENA region; develop an understanding of the Arab/Middle Eastern culture, traditions, and norms that affect the political behavior
- Support/add to the knowledge of the students who are learning the Arabic language

Required Textbooks: All are available in the reserves section of Fenwick library

   Paperback: 388 pages  
   Publisher: Polity; 4 edition (March 5, 2018)  

   Paperback: 578 pages  
   Publisher: Routledge; 8 edition (August 4, 2016)  

3) *A Rage for Order: The Middle East in Turmoil, from Tahrir Square to ISIS* by Robert F. Worth  
   Paperback: 272 pages  
   Publisher: Farrar, Straus and Giroux; Reprint edition (April 18, 2017)  

Optional Text (for those not as familiar with the Middle East)


Available on-line at the GMU Library:  
*The Arab Uprisings: What Everyone Needs to Know* (Paperback) by James L. Gelvin (Author) (available on-line at the Library)  
- Paperback: 208 pages  
- Publisher: Oxford University Press, USA (March 6, 2012)  
**Course Administrative Details:**

**Introduction:**

Welcome to the fascinating and complex world of the Middle East and North Africa – we must explore a few key events and dates in history to comprehend the current political situation in the region to be able to discuss, analyze today’s issues for the future policy makers (that someday you will be) or for the future implementers of foreign policy, mandates, and decisions that you will carry out. My hope that this course will introduce you to several current topics and will give us the opportunity to discuss, analyze and dissect the issues at hand in a constructive critical manner particularly during some interesting and challenging events taking place in the region now.

"Man was born to work towards a peaceful world, but not necessarily to live in one!“ An observer of world affairs

To quote, a noted Middle East scholar, Fred Halliday, “the vocation of an internationalist intellectual, actually is to try and promote informed discussion which may feed into public debate and education.“

*(MERIP, Summer 2010, Obituary, page, 47).*

**In this course,** my goal is to ask the questions, encourage “informed” discussion and to add to your knowledge about this most complex and interesting region of the world that today occupies the front pages of the major newspapers, and the lead story of the evening news. Completing this course and going on to your chosen professions – I hope you will feel enriched with the points of view based on scholarship and maybe, you would have formed “new” opinions and thoughts. You are now on your way to becoming a “Middle East Scholar!” .... Let us begin this journey of learning and discovery together!

**Course Grading and Assessment Details:** You will need a laptop for this course to take the tests and the final exam. Please be prepared to have a laptop with the Respondus Lockdown Browser downloaded (available via Blackboard)

1. **Homework & Reading assignments:** There is a reading assignment to complete to be prepared for each course session. Plus, there are **THREE (3) homework assignments** due via Blackboard before class by no later than 10:00 am. Please answer all questions. Thank you! **Instructions:** One page minimum per question; 1.5 spaced. Please place your name & date at the top of the page. Then please write the question(s) you are answering first then your response. Please use a consistent form of citations throughout your response paper. Referencing our readings does support your arguments and greatly helps your grade :)

   **The dates are:** 28th May, 5th June and 10th June.
   Homework is **30% of your grade.**
2. **Final Exam:** There will be a final exam that will count for 20% of your final grade. **Final Exam: Wednesday, 19th June.** The Final Exam will be cumulative of all tests and homework assignments.

3. **Tests:** There will be three tests during the summer course = 30% of your grade. The dates are:
   - 23rd May = Test #1
   - 3rd June = Test #2
   - 11th June = Test #3

4. **Class Attendance & Participation; and In-Class Country/Chapter Presentations** are very important. Please ask questions, raise issues, and present arguments to support your point of view – participation is the key to learning. **Plus, please sign-up for country/chapter for Robert Worth’s book presentations – there will be a sign-up sheet available on: Monday, 20th May 2019.** Please prepare notes or power-point slides and submit by midnight the day before you are presenting. I will post those in the Course Contents section on Blackboard for everyone to review. **Class attendance & participation (10%) & in-class presentations (10%) will count towards 20% (total) of your final grade.** It will be your job to please come and introduce yourself to me and ensure that I know your name so that I can correctly give you the deserved participation grade. I look forward to meeting you!

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**Grade Summary:**

- Reading & Homework Questions (3 during summer course) = 30%
- A total of 3 tests includes Mid-term exam = 30%
- In-class Presentations (10%), Attendance & Active participation in class (10%) = 20%
- Final Exam = 20%

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**Grading Scale:**

A+ = 97–100; A = 94-96; A- = 90-93; B+ = 87-89; B= 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; F = 0-59

**A few key policies to help make our lives easier, to enjoy the course, and to learn together about the Middle East:**

**Class Conduct:**

To help create a beneficial active learning environment in class, I would appreciate that we are conscientious and respectful of the others in class. Class conduct guidelines include, but are not limited to, the following:
Please no cell phone use in class and laptop use in class is for taking notes only ☺

Class attendance, in-class presentations, and active participation to foster discussion are mandatory and will contribute greatly to your grade – it will be (as mentioned above) 20% of your grade. I am very interested in your opinions and especially after you have completed the readings.

Please listen to each other as allies, attentively and without judgment to others’ opinions in class.

I expect assignments to be turned in on time please. An assignment that is turned in late will receive a deduction of a letter grade per day until it is turned in. An assignment that is more than three days late without an excuse from the Dean or the student’s medical professional will receive a failing grade. After two days – the assignment will not be accepted.

George Mason University Honor Code:
Plagiarism: It is assumed that all written work submitted is entirely your own. If you obtain ideas, data, phrases, etc. from elsewhere, you must cite the source. A violation of the University Honor Code your final grade will become automatically an “F” and you will be reported to the student/faculty honor committee. I take the Honor Code and its enforcement very seriously with a zero-tolerance policy.

The Honor Code in its entirety can be found in your Student Handbook. All violations of the honor code will be reported to the Honor Committee.
http://www.gmu.edu/academics/catalog/9798/honorcod.html

Academic Integrity: It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at http://oai.gmu.edu

Students with Disabilities: Students who self-identify and provide sufficient documentation of a qualifying disability are entitled to receive reasonable accommodations, such as modifications of programs, academic adjustments, or auxiliary aides as a means to participate in programs and activities. If you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.
Problems that may arise – Please if you are experiencing any problems that are affecting your schoolwork and/or class attendance --- please feel free to meet with me and let us see what we can do to help. I will be glad to listen and assist to help you. There are many available resources. Please do not wait until the end of the summer course to inform me that you are dealing with a problem(s) since the beginning of the summer course. Let us talk and work on getting you the needed assistance early on in the summer course so it does not affect your school work down the road. I am here to help you succeed!

Student Support Resources: We have several academic support and other resources to facilitate student success. Please be sure to include links to relevant student support resources (e.g., Counseling and Psychological Services, Learning Services, University Career Services, the Writing Center, etc.).

Sexual Misconduct and Interpersonal Violence
George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University’s environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success. George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.

Confidential resources are available on campus at Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), the University Ombudsperson (ombudsman.gmu.edu), and Wellness, Alcohol and Violence Education and Services (waves.gmu.edu). All other members of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at integrity.gmu.edu and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources
Class Schedule, Topics to be discussed and Reading Assignments

[Please note: this schedule is a guide and is subject to change/adjustment based on our discussion needs]

1. Monday, 20th May 2019 – First Day of Class  WELCOME!

Welcome, introductions, review of syllabus, review of readings, expectations, goals & objectives, homework and tests, and grades…. All that good stuff on the first day of class!!

Power point overview & MENA Map discussion and review

**Reading assignment:** The “Muddle” East? Who invented the Middle East? Orientalism – the enduring debate; and State types: making sense of multiplicity; Milton-Edwards Textbook, pp. 1-18

Part One: Introduction & Overview of the Middle East and North Africa

“The Middle East: A Geographic Preface” by Ian R. Manners and the MENA region from a Comparative Perspective by Sean Yom.

**Reading Assignment:**


2. Tuesday, 21st May 2019

**Chapter 1: Colonial Rule: Shaping the Destiny of a Region** - **Reading Assignment:** “Colonial Rule” in Milton-Edwards Textbook; pp. 20-50

**In-Class presentations:** Algeria & Egypt (*The Government and Politics of the Middle East and North Africa* (8th Edition) Editors: Mark Gasiorowski and Sean L. Yom)

3. Wednesday, 22nd May 2019

Chapter 2: Nationalism: The Quest for Identity and Power

In-class Presentations: Libya, Tunisia, and Morocco (The Maghreb)


4. Thursday, 23rd May 2019 -- Test #1 on Overview/Introduction, Colonial Rule: shaping the destiny of a region; MENA Map; A Geographic Preface by Ian R. Manners; The MENA region from a comparative perspective; Nationalism: Quest for Identity & Power; and five countries: Libya, Tunisia, Morocco, Egypt, and Algeria.

Monday, 27th May – Memorial Day – No Class (enjoy the long weekend)

5. Tuesday, 28th May 2019

Chapter 3: A Very Political Economy


In-Class Presentations: The Eastern Arabian States: Kuwait, Bahrain


In-Class Presentations: The Eastern Arabian States: Qatar, UAE and Oman


Homework Assignment #1 Due Today via Blackboard: Questions are posted on Blackboard under “please submit assignments here”.

6. Wednesday, 29th May 2019

Chapter 5: Past, Present & Future Politics: Islam

In-Class Presentations: Eastern Arabian countries: Iraq, Iran and Kingdom of Saudi Arabia (KSA)

7. Thursday, 30th May 2019


8. Monday, 3rd June 2019

**Test #2: A Very Political Economy; The Persian/Arabian Gulf; Past, Present & Future Politic:**

**Politics:** Islam; Eastern Arabian Countries: Iraq, Iran & KSA; The Ephemerals of Democracy in the ME; and Women – the invisible population.

9. Tuesday, 4th June 2019


Reading Assignment: 1) Farsakh and Witkin articles available on Blackboard; 2) “Palestine, Israel and the Arab-Israeli Conflict, A Primer” By Joel Beinin and Lisa Hajjar, MERIP, February 2014 [On Blackboard]

In-Class Presentations: Israel, and Palestine


10. Wednesday, 5th June 2019

Documentary: *Disturbing the Peace*

Watch Documentary Film: Disturbing the Peace [http://disturbingthepiecefilm.com](http://disturbingthepiecefilm.com)
About the film: “In a world torn by conflict—in a place where the idea of peace has been abandoned—an energy of determined optimism emerges. When someone is willing to disturb the status quo and stand for the dream of a free and secure world, who will stand with them?

Disturbing the peace is about people born into conflict, sworn to be enemies, who challenged their fate. The film follows everyday people who took extraordinary actions by standing for what they believe in, just like those who came before them – Martin Luther King Jr., Rosa Parks, Gandhi, Nelson Mandela and many others whose names we don’t know. The movie challenges all of us—to understand the narratives we live within, to look at our current roles in our societies, and to decide what role we are going to play in creating a more humane world, for all. And it starts with our willingness to disturb the peace.

Disturbing the peace is a story of the human potential unleashed when we stop participating in a story that no longer serves us and, with the power of our convictions, take action to create new possibilities. Disturbing the peace follows former enemy combatants—Israeli soldiers from elite units and Palestinian fighters, many of whom served years in prison—who have joined together to challenge the status quo and say “enough.” The film reveals their transformational journeys from soldiers committed to armed battle to nonviolent peace activists, leading to the creation of combatants for peace.

At a time in our world when societies are becoming more polarized and painfully few people are speaking of nonviolent solutions to our conflicts, popular movements like combatants for peace have the potential to capture the public’s imagination and shift the conversation from the inevitability of conflict, to the possibility and process of establishing lasting peace. Disturbing the peace evokes universal themes relevant to us all and inspires us to become active participants in the creation of our world.”

**Homework Assignment #2 Due Today via Blackboard:** Questions are posted on Blackboard under “please submit assignments here”.

**11. Thursday, 6th June 2019**

Chapter 8: Endangered Species – Ethnicity & Minorities

In-Class Presentations: Syria, Yemen, and Lebanon

12. Monday, 10th June 2019

Chapter 9: Them and Us: The US, EU and Russia

In-Class Country Presentations: Jordan & Turkey

Homework Assignment #3 Due Today via Blackboard: Questions are posted on Blackboard under “please submit assignments here”.

13. Tuesday, 11th June 2019

Test #3 will cover the following topics: Conflict & Lack of Peace; Israel, Palestine, Yemen, Syria, Lebanon; Endangered Species – Ethnicity & Minorities; Jordan & Turkey; Them and Us: The US, EU and Russia.

14. Wednesday, 12th June 2019

Chapter 10: The Arab Spring and the New Era of Uncertainty

The Arab Uprisings and Thereafter: A Rage for Order: The Middle East in Turmoil by Robert F. Worth

Readings: Introduction, One People (Egypt) and Revenge (Libya) pp. 3-61.

15. Thursday, 13th June 2019

A Rage for Order: The Middle East in Turmoil by Robert F. Worth

Readings: Sects (Syria); Prisoners of the Sheikh (Yemen) pp. 61-127
A Rage for Order: The Middle East in Turmoil by Robert F. Worth

Readings: Brothers (Egypt); In the Caliph’s Shadow (Yemen & Syria) pp. 127-196

16. Monday, 17th June 2019

A Rage for Order: The Middle East in Turmoil by Robert F. Worth Readings: Reconciliation (Tunisia); Epilogue; and Timeline pp. 196-241

Concluding Remarks

17. Tuesday, 18th June 2019 - Study Day – No Class

18. Wednesday, 19th June: Final Exam

Thank you for traveling on this learning journey with me! Welcome to the Middle East and North Africa (MENA) region.