International Relations of the Middle East

Course Objectives

The unprecedented events surrounding the Arab world’s “citizen uprisings” that ostensibly began in December 2010 have increasingly fixated media and scholarly attention on the political changes underway within many of the region’s states – Arab and non-Arab – in a search for the factors that explain what is happening. But as these changes (or the lack thereof) have emerged, they pose new and intriguing challenges for prevailing international relationships involving the region: How does the United States respond to growing tensions in the Gulf Cooperation Council (GCC) and alleged meddling in wider regional affairs by its Saudi ally and its ostensible new generation of leadership? How do regional and outside actors adjust to Iran’s perceived growing influence in the region through its relationships with Syria, Iraq and rebels in Yemen and its “Cold War” with Saudi Arabia? … and what do they do about Iran’s continually endangered nuclear agreement with the P5+1? What does China’s increasing engagement with the region portend and how does it align with the dueling efforts of Russia and Europe to remain relevant and perhaps fill vacuums left behind by diminishing and unpredictable American regional involvement in places like Syria and Yemen? Convulsions in the Middle East’s internal politics reverberate through its international relations … and these international relations in turn can help shape the nature and depth of change within specific regional states and subsystems.

This course is designed to help you gain an understanding of the places the Middle East has occupied in international relations over time and seeks to pose competing explanations for why the region has occupied those spaces and roles in world politics. A specific focus of this course will be to examine why the region has seemingly been so roiled in conflict over the past seven decades and how competing theoretical traditions in international relations scholarship account for these outcomes, as well as how these approaches explain the less illuminated examples of cooperation that have prevailed among actors in the region and between regional and global powers. Our analysis will utilize a number of important variables that affect regional decisions and outcomes, including the structure of the international system and the policies of “Great Powers” in the Middle East; the existence of regional subsystems and alliance structures; the fluctuating power of transnational identities and ideologies (Arab nationalism, Zionism, Islam and Muslim identities, sub-nationalist and sectarian allegiances); and the state as an entity and how the strength and weakness of the state affects regional international politics. Overall, we will strive for a synthesis of knowledge about the international relations of the Middle East rather than a detailed and descriptive survey of individual states and their foreign policies. Though historical information will be provided to set the context, emphasis will be placed on the post-World War II period.

Note: This course serves as a complement to POLI 344 – Politics of the Middle East, which is a course dealing comparatively with the politics of the region itself. So, for example, you will not learn the inner dynamics of political change in Egypt or Syria in this course, but you will learn how and why the region and the world are interacting similarly and differently with Egypt and Syria as each experiences turmoil (as well as what role actors in the outside world have had in fostering these conditions) and you will learn how political instability in these countries may alter the present and future regional and international roles of actors beyond those experiencing change. IR of the Middle East examines the region in the context of the international system; it does not cover material explicitly discussed in 344 and 344 is not a prerequisite for this course, although having knowledge of the region comparatively can always help when thinking about the place of the Middle East in the larger international arena (and vice versa).

Course Content

This course will proceed chronologically and thematically in essentially three parts. It will begin by
examining the tenuous nature of defining where the Middle East actually is before moving to a consideration of the roots of sovereignty in the region and the influence of outside actors in those processes. The course will then quickly transition to an initial examination of competing frameworks for understanding and explaining the essential nature of Middle East international relations, including the insights offered by realist, liberal and constructivist theoretical traditions as applied to aspects of the region’s international politics. It will use these competing frameworks to first examine the evolution of the region’s place in the international system, with a particular focus on the prevalence of conflict and then propose different explanations for the advent of the Cold War and how the rivalry between the United States and Soviet Union altered the Middle East in significant ways, giving rise to what some scholars referred to as the emergence of a regional subsystem with politics that at times mirrored those present in the larger international arena. We will also use these tools to assess the internationalization of the Arab-Israeli conflict. Then utilizing theoretical tools from political economy, we will examine dynamics like the rise of oil politics and its impacts on the region’s relationship with the rest of the world, as well as the seminal changes in regional politics that reverberated through the international system, most notably the coming of the Iranian revolution in 1979.

The second portion of the course examines in detail the dynamics of contemporary Middle Eastern international relations that emerge with the end of the Cold War and the onset of what the late Fred Halliday referred to as the “Greater West Asian Crisis”. Here, the focus of attention is on the region’s gradual and growing ties with the Balkans, the Caucasus, Central Asia, the Horn of Africa and China. The early portion of this period is shaped by four events that will be a focus here: Iraq’s invasion of Kuwait, the Oslo Accord of 1993, al-Qaeda’s attack of the U.S. in 2001 and the Anglo-US occupation of Iraq in 2003. It marks a period of time where arguably regional alliances and conflicts prevail over the rivalry of great powers and the region tries to assert its autonomy over global trends, autonomy that might be connected to the events underway in the region today.

This consideration then gives way to the third segment of the course which analyzes current and future configurations of the region in the international system using competing theoretical frameworks and introducing additional mid-range theories, with a focus on the dynamics of cooperation and conflict surrounding the Iran nuclear agreement, the causes behind the breakdown of relations inside the Gulf Cooperation Council, and the complex international relations of the Syrian civil war. The course will conclude with a final consideration of the competing frameworks to reevaluate their utility in shedding light on the international relations of the region and consider the implications of what has been discussed for the future of great power interests and regional foreign policy.

** Learning Outcomes and Skills This Course Will Seek to Improve **

This course contains several learning outcomes. After having taken this course, you will have a stronger and more informed perspective on where the region called the “Middle East” has fit into the dynamics of contemporary international relations and why the term “Middle East” is problematic when considering these dynamics. You will emerge with a stronger foundation in international relations theory and appreciate how different theories posit explanations for the events and interactions states in this region have had with each other and the rest of the world, and most particularly why the region has been so conflict-ridden in contemporary periods of time. You will also explicitly learn how to apply theories of international relations and/or foreign policy issues prevalent in the region today. By the end of the term, you will better understand the interconnected nature of events in the region and the interests of actors elsewhere in the world and you will be able to better analyze and explain the nature of future challenges posed by the region in international relations.

This course will attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

** oral communication (through regular class participation and class discussions);
** reading comprehension (through regular reading assignments that will provide the basis for many class discussions, periodic reading quizzes, theoretical application papers);
** critical thinking and analysis (through class reading, discussion of scholarly work about the region, theoretical application papers);
** effective, concise writing and development of critical analysis (through theoretical application papers);

** applying theories and concepts to new situations (through class discussions, theoretical application papers);

** comprehending the views of others and articulating, defending one’s own position (through class readings, discussions, theoretical application papers).

**Intended Long-Term Impact of the Course**

Beyond helping you learn about international relations and the Middle East, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college graduates recently observed, young employees “are very good at finding information but not as good at putting it into context … they are really good at technology, but not at how to take those skills and resolve specific problems” (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills, adaptability and flexibility, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with “soft skills” – those who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries and cultures. As another employer said “soft skills tend to differentiate good college graduates from exceptional college graduates”.

This course seeks to work on many of those “soft skills” both directly and indirectly and it offers you space to improve in many of these areas. In addition, you should consider accessing the many underutilized resources available through the College of Charleston’s Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center’s website at [http://careercenter.cofc.edu](http://careercenter.cofc.edu), visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

**Method of Presentation**

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we best absorb, process, retain and apply knowledge. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. Because I am an important source of learning in this course, sessions will tend to be more lecture oriented than some other courses I teach, with lecture material designed to complement the required readings. It is important to underscore that lectures will not be a rehashing of the information in the assigned texts. Simply coming to class and digesting the material discussed will not insure your success in the course.

While significant portions of the course will be devoted to the presentation of additional information and context, there will be time set aside in each session for discussion and there will occasionally be group exercises conducted to emphasize points. The interactive nature of the class can increase if you come prepared and are willing to take some initiative in this regard.

If specific techniques work best for you or if you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.
Please note: In constructing this class, I do not assume that any of you have previous knowledge of the Middle East region, even though some of you may have had other courses in Middle East history or politics. I do presume, however, that we all have some general familiarity with broad concepts in international relations, as well as some analytical and critical skills. If you sense you need some supplementary help in order to enhance your understanding and performance in this course, do not hesitate to come by and we can talk about your needs and how to meet them.

Class Participation

Class participation is a vital component of this course and your active involvement in class sessions is therefore strongly encouraged. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of personal views. You should always be prepared during each class session to discuss current political events as they relate to the subject of the course.

The minimum level of class participation is class attendance. Due to the structure of the course, you should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grade for participation. If you do miss a class, you are still responsible for all materials covered.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning challenge, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel, I need to know at the start of the semester in order that we can make certain that your needs can be met. It may be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems writing, taking exams, or taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

Office Hours

I have two sets of office hours scheduled that are for you to use. Do not be afraid to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot--don't hesitate to come by and talk.

Course Groundrules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only – it does not “buy” you an “excused” absence. I make no distinctions between “excused” and “unexcused” absences). Students missing more than five class sessions will lose one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested.
**Electronic Submissions:** NO work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of work for me to collect and read when assignments are due.

**Academic Dishonesty:** When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on an exam or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

**Courtesart and Tolerance:** As this course progresses, you will doubtlessly find that your ideas about Middle East international relations do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of Middle East international relations. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about Middle East international relations.

In keeping with courtesy, I will insist that all cell phones and other personal electronic devices must be turned off before class and remain OFF throughout the class session. Laptops are permitted for note-taking purposes only; if you employ these devices for other tasks, you will no longer be permitted to use them in class. Keep in mind, however, that research suggests you are more likely to recall information if you actually write it as opposed to type or transcribe it electronically – sometimes “old fashioned” methods have their advantages.

**Time Spent Outside of Class:** I have high expectations for you in this course and have crafted it with that thought in mind. I envisage that to successfully complete the work in this course, you will need to consistently spend two to three hours working outside of class for every hour you spend inside the classroom, and there may be occasional periods where more time is required. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success — the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these kinds of issues with me, feel free.

One underutilized student resource is the Center for Student Learning (CSL), which offers academic support services for assistance in study strategies, including tutoring, supplemental instruction, study skills consultations and workshops. For example, the Writing Lab is staffed with trained consultants offering one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information on what help is available to you for free as students, visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Method of Evaluation**

Final course evaluations will be based upon class participation and involvement in class discussions, periodic reading quizzes, writing five theoretical application papers and completing a final theoretical assessment essay. Quizzes will be primarily composed of two types of questions: multiple choice and short answer responses. Guidelines for the theoretical application papers and the final theoretical assessment paper will be distributed in separate class handouts. Grading will be based on the following distribution of credit:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20 percent</td>
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<tr>
<td>Reading quizzes</td>
<td>10 percent</td>
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<tr>
<td>Theoretical application papers</td>
<td>50 percent</td>
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<tr>
<td>Final paper</td>
<td>20 percent</td>
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</tbody>
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A numerical and literal translation of grades assigned is as follows:
A – Superior (100-92)        A minus – Excellent (91-89)       B+ -- Very Good (88-86)
B – Good (85-82)             B minus – Promising (81-79)      C+ -- Fair (78-76)
C – Average (75-72)          C minus – Acceptable (71-69)       D+ -- Barely Acceptable (68-66)

Opportunities for "extra credit" are not available.

**Reading and Texts**

Specific reading assignments are listed in the course outline. Students are responsible for completing the assigned reading **prior to the class period date for which it is assigned.**

Assignments will be made in the following books:


All required texts are available at the College of Charleston Bookstore. There are also any number of other ways to acquire these texts, including renting books, buying books on-line, or buying electronic versions of books. How you handle accessing this material is your choice – the only imperative is that you have access to **each** of these books throughout the semester in a format that can be used inside and outside of the classroom. **Additional course readings are indicated with a (*) in the course outline and will be made available through the course OAKS content page.**

It is also important for you to keep up with current events and developments in the Middle East and international relations as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I suggest reading *The New York Times* as often as possible. Discount subscriptions to *The New York Times* are available through the New York Times website. This arrangement allows you to purchase the paper on weekdays for a significant savings over the newsstand price. **I highly recommend taking advantage of this opportunity if you do not already have regular access to one of the newspapers listed below.** The additional resources listed below are also helpful in keeping up with the pressing issues and debates in Middle East politics and international relations more broadly; they are strongly recommended:

**Newspapers**
-- The New York Times
-- The Christian Science Monitor
-- The Washington Post
-- The Economist
-- The Wall Street Journal

**International Relations Journals**
-- International Security
-- International Organization
-- Journal of Conflict Resolution
-- Journal of Peace Research
-- Cooperation and Conflict
-- International Theory
-- Security Studies
-- Review of International Studies
-- International Interactions
-- Journal of International Affairs
-- International Affairs (London)
-- International Social Science Journal
In addition, blogging has become a significant communication and political activity inside the region and outside the region among some scholarly commentators. The scholarly blogs you might peruse during the term include those maintained by the University of Michigan’s Juan Cole (www.juancole.com), the University of Oklahoma’s Joshua Landis (www.joshualandis.com/blog/), and independent journalist Helena Cobban (http://justworldnews.org). The Foreign Policy website (www.foreignpolicy.com) also hosts important blogs that contain useful updates on topics often ignored by the mainstream media. Take note that while the narrative content of these blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly work and primary source materials originating with others inside and outside the region.

**Hints for Reading and Writing -- Survival Tips**

When seeking to understand the Middle East and its place in the world, it is important to wrestle with the region's complexities and appreciate the many key events inside and outside the region that have helped shape the Middle East’s international relations. We will be reading several books and a great deal of scholarship throughout the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

First, complete the assigned reading before you come to class on the day we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.

After you read a chapter or article for the first time, consider going back and taking some notes as well. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for quizzes or considering ideas for papers. The notes you take on readings need
not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a chapter are, identify and try to define new terms used in the chapter, and think about why the material is important and how it relates to other topics we have already discussed in the course.

Once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you have indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you read them before class or you did not feel you got much out of them, you might even reread the material after the discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many students that we should only read pieces once in order to gain a full appreciation of them; however, it often takes two or three readings to attain the full measure of what an author has to offer. We often see more if we give ourselves the opportunity of a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete five theoretical application papers and a final theoretical assessment assignment designed to help you develop your skills in synthesizing other's ideas and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

**Invention:** When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually begin writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is useful to commit them to paper.

**Drafting:** Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No paper ever emerges from one’s head to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

**Revising:** With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful final version. Hopefully, you’ve given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), **content** (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

**Proofreading:** Once you have finished making substantive changes in your draft, **always** proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.
Dates to Remember

- Monday, February 12: First Theoretical Application Paper due (by 4:30 at my office)
- Friday, February 23: Second Theoretical Application paper due (by 4:30 at my office)
- Monday, March 12: Third Theoretical Application paper due (by 4:30 at my office)
- Friday, March 30: Fourth Theoretical Application Paper due (by 4:30 at my office)
- Friday, April 13: Fifth Theoretical Application Paper due (by 4:30 at my office)
- Monday, April 30: Final Paper due (by 4:30 at my office)

Course Outline and Required Readings

(*) denotes reading on course OAKS content page

I. Course Introduction (January 8)

Readings:
- Fawcett in Fawcett, pp. 1-17;

II. Where is the Middle East -- Geographically and Academically? (January 10)

Readings:

III. Legacies of the Past (January 12-17)

Readings:

Monday, January 15 – Martin Luther King Jr. Holiday (no class)
Consider engaging in service to the community

IV. Creation of the Modern Middle East (January 19-22)

Readings:
- Rogan in Fawcett, pp. 39-61;
- Hinnebusch in Fawcett, pp. 155-175;
Part I – The Politico-Strategic Context for Today – January 24-February 14

V. Initial Frameworks for Understanding and Explaining the IR of the Middle East (January 24-26)


VI. Applying Those Frameworks to Think About War in the Middle East (January 29-31)


VII. The Cold War Arena – Regional and Beyond (February 2-5)

Readings: Sluglett in Fawcett, pp. 62-78;
Hudson in Fawcett, pp. 356-379;

VIII. More Frameworks for Understanding and Explaining the IR of the Middle East (February 7-9)


Monday, February 12
First Theoretical Application Paper due (by 4:30 at my office)

IX. Internationalizing the Arab-Israeli Conflict (February 12-14)

Readings: Smith in Fawcett, pp. 259-284;
Intervention Following Territorial Integrity Transgressions”

X. Initial Political Economy Frameworks in the IR of the Middle East (February 16-19)


XI. The Oil Revolution and the Politics of the Persian Gulf (February 21-23)

Readings: Luciani in Fawcett, pp. 105-130;
Fawcett in Fawcett, pp. 196-217;
Gause, pp. 16-44;

Friday, February 23
Second Theoretical Application paper due (by 4:30 at my office)

XII. The Iranian Revolution, Islamism and Regional Wars (February 26-March 2)

Readings: Mandaville in Fawcett, pp. 176-195;
Gause, pp 45-87;

XIII. More Political Economy Frameworks for Understanding and Explaining (March 5-7)

Part II – The Greater West Asian Crisis (March 9-16)

XIV. *Iraq’s Invasion of Kuwait (March 9)*

Readings:
- Korany in Fawcett, pp. 79-101;
- Legrezi and Calculli in Fawcett, pp. 304-323;
- Gause, pp. 88-135;

*Monday, March 12*

Third Theoretical Application paper due (by 4:30 at my office)

XV. *Arab-Israeli Peace -- 1993-2001 (March 12)*

Readings:
- Shlaim in Fawcett, pp. 285-303;

XVI. *September 11 (March 14)*

Readings:

XVII. *The Iraq War of 2003 (March 16)*

Readings:
- Gause, pp. 136-240;
Security 35 (3): 7-52;

March 19-23 – Spring Break (no classes)

Part III – Today’s Middle East IR (and Tomorrow’s?) – March 26-April 23

XVIII. The Iran Nuclear Agreement (March 26-April 4)

A. The Greater West Asian Crisis as Background (March 26)


B. A Single Roll of the Dice (March 28)

Readings: Parsi, pp. 88-149;

C. Allies and Adversaries in the Most Unusual Places (March 30)

Readings: Parsi, pp. 150-243;
Hollis in Fawcett, pp. 380-399;

Friday, March 30
Fourth Theoretical Application Paper due (by 4:30 at my office)

D. Breakthroughs (April 2)

Readings: Parsi, pp. 244-288;

E. The Unclenched Fist (Clenched Again?) (April 4)

Readings: Parsi, pp. 289-380;
(*) Beydoun, Khaled and Hamada Zahawi, “Divesting from Sectarianism: Reimagining Relations Between Iran and the Arab Gulf States” Journal of International Affairs 69 (2): 47-63;

XIX. The New Middle East Cold War – Saudi Arabia, Iran and the Gulf (April 6-9)

Readings: (*) Gause, F. Gregory. 2014. “Beyond Sectarianism: The New Middle East Cold War” Brookings Doha Center;
XX. The International Relations of the Syrian Civil War (April 11-20)

A. The International Relations of Civil Wars (April 11)

Readings: Phillips, pp. 1-39;

B. Ambivalence to the Arab Spring (April 13)

Readings: Phillips, pp. 40-82;
Sadiki in Fawcett, pp. 324-355;

Friday, April 13
Fifth Theoretical Application Paper due (by 4:30 at my office)

C. International Actors and the Slide to War (April 16)

Readings: Phillips, pp. 83-146;

D. Backing Assad (April 18)

Readings: Phillips, pp. 147-188;
(*) Dannreuther, Roland. 2015. “Russia and the Arab Spring: Supporting the Counter-Revolution” Journal of European Integration 37 (1): 77-94;
E. Descent into Chaos (April 20)

Readings: Phillips, pp. 189-239;

XXI. Conclusions (April 23)

Readings: Gause, pp. 241-250;
(*) Unnikrishnan, Nandan and Uma Purushothaman. 2017. “Russia in the Middle East: Playing the Long Game?” India Quarterly 73 (2): 251-258;

Monday, April 30
Final Paper due (by 4:30 at my office)
IV. The Role of Ideology in Explaining Middle Eastern International Relations (January 27-29)

Key questions: What are the key hypotheses that Haas seeks to test? How is each derived? How does each align with existing international relations theory? What do these hypotheses predict for U.S. relations with Muslim-majority states of the Middle East if they are confirmed? What methods does Haas utilize to conduct his studies? What does Migdal argue has determined America’s place in the Middle East? How has America’s place in the Middle East evolved in the post-World War II era since FDR? Why did the region become the center of global affairs? What was different about the prevailing patterns of behavior between the region and the great powers when comparing these dynamics to what prevailed in Europe?

Key concepts: security threats, regime change, liberalization, ideological distance, ideological polarity, balancing, bandwagoning, democratic peace thesis, alliances, ideological bipolarity vs. multipolarity

Key terms: Greater Middle East Initiative

Readings: Haas, pp. xiii-xvii; 3-65; Migdal, pp. 20-38.

Key questions: So again, where is the Middle East? Why do conceptions of the region differ and why does this matter? How does IR typically represent the Middle East region as compared to other regions of the world? Where do many of these images come from? Why are many of these images distortions or oversimplifications? What do they potentially conceal about the region? Where has the study of regions fit in the discipline of international relations? What tensions exist between the study of one world and many worlds? What are the advantages to studying regions in international relations? How do structural realists make sense of the world and the Middle East? What do they disagree over amongst themselves and why? How do neoliberal institutionalists compare with structural realists in terms of their expectations for the world and the Middle East? What contributions does the English School make to explanations of Middle Eastern international relations? How do these ideas compare with the insights of historical sociology? Where do constructivists – pragmatic and radical – fit into the mix? What does post-structuralism and post-modernism have to offer? What has quantitative research on the Middle East tended to focus on and what has it revealed? How have Middle Eastern and International Relations scholars understood power transitions in the region? Why does distance remain between IR and ME studies? What does it mean to view a region like the Persian Gulf as a regional security complex? What factors have driven outside powers in their behavior toward the Persian Gulf? How might it be useful to view the entire region as a “system”? What have been the prevailing patterns of cooperation and conflict in the region throughout the 20th century?

Key concepts: realism, neo-realism, structural realism, liberalism, (neo)liberal institutionalism, English School, constructivism (idealism), structuralism, regional systems, balance of power, hegemony, power transition theory, power cycle theory, historical sociology, bandwagoning, democratic peace theory, dependency theory, the state, post-structuralism, post-modernism, alliances, self-determination, unilateralism, illiberal transnational forces, security regions, regional balancing, offshore balancing, unipolarity, multipolarity, fundamentalism, unitary state, political culture, globalization, security dilemmas, Westphalian sovereignty, hierarchies, networks, supranational organizations, discursive power, militarized interstate disputes (MIDs), conflict cycles, diffusion theory

Key terms: Millennium Challenge program, international institutions, Persian Gulf, Gulf Cooperation
Council (GCC), Arab Cooperation Council (ACC), Arab Maghreb Union (AMU), United Arab Republic (UAR), Iranian revolution, foreign policy analysis (FPA), clash of civilizations, core states, peripheral states, Shi’a, Sunni, Kurd, tribe, global war on terrorism, worker remittances, foreign direct investment, Baghdad Pact (CENTO); Martin Wight


XV. Current Configurations of the Middle East – The IR of Political Reform (March 30-April 1)

Key questions: Why have authoritarian governments seemingly thrived in the Middle East and what role have outside powers played in this outcome? How did 9/11 change the approach western states adopted toward the states of the region – rhetorically and in terms of policy? How and why have uprisings emerged in some parts of the region and not others? What have been the reactions of outside powers to the attempts at regional change and to what extent have these reactions contributed to promoting regional political reform? What are the key factors that influence foreign policymaking among the Middle Eastern states? How are these factors reflected in the decisions made by key states toward seminal events in the region over the last decade? To what extent does foreign policymaking among the MENA states respond to expectations of realism or other theoretical traditions of international relations? How have ideological thresholds and differences created incentives for adversaries like Iran and Syria to ally? What role have emotions played in the formation of alliances and adversarial relationships between the states of the Middle East and western powers? What barriers of fear have potentially been broken as a result of the recent uprisings and what barriers of fear perhaps remain? What might any successful transitions to democracy in the region depend upon internationally?

Key concepts: humiliation, authoritarian model, democracy deficit, human development, rentierism, complex realism, “black box” of policymaking, bureaucratic politics, betrayal, dignity, fear, civic state, Responsibility to Protect (R2P), cosmopolitanism, traditionalism, cosmopolitan traditionalism, diffusion, neoliberalism, low-intensity democracy

Key terms: Jasmine Revolution, Iran’s Green Movement, National Liberation Front (FLN), Hamas, 25 January Revolution, Freedom and Justice Party, Mukhtar revolution, Days of Rage, Pearl Roundabout, Sunnis, Shi’ites, Shi’a Crescent, Saddam Hussein, Hafez al-Asad, Gamal Abdul Nasser, 2006 Lebanon War, Hizbullah, War on Terror, Freedom Agenda


Wednesday, March 30 – Second Take Home Exam Essay due (by 4:30 in my office)

Rough Drafts of Research Papers due (by 4:30 in my office)

Monday, April 4

XVI. Current Configurations of the Middle East – A New Regional System (April 4-8)

Key questions: How do ideological variables influence Iranian threat perceptions and policies toward the United States? How have ideologies influenced the emphasis and direction of Turkish foreign policy after the Cold War? Why do some states aspire to greater world stature than others and under what conditions do they attain it? What are the driving assumptions behind the concept of a “New Middle East” and why are these open to question? What is different about the 21st century Middle East and Arab world? What continuities exist with the region of the 1950’s and 1960’s? Why do some analysts suggest the possibility of a new Arab Cold War arising? How might its dynamics differ with the previous Arab Cold War? How do conceptions of a new Arab Cold War influence larger debates in international relations theory? How has the American-sponsored “war on terror” altered alliances and relationships in the Middle East?
can western reactions to the “Arab Spring” constitute the last episode of the Cold War? What other geostrategic implications accompany the policy reactions to the Arab Awakenings? How are regional political configurations challenged by the dynamics of displacement and the needs of vulnerable populations?

Key concepts: regime security, foreign policy ambition, power projection, nationalism, identity, pan-Arabism, post-Arabism, regional security complex theory, displacement, vulnerability

Key terms: New Arab Cold War, Shi’a Crescent, Arc of Crisis, New Arab Public Sphere, trans-Arab media, 2006 Lebanon war, Gaza war of 2008-2009, Kifaya movement, cultural Arabists, political Arabists, Westphalian narrative, Iranian Revolutionary Guard Corps (IRGC), Justice and Development Party

Readings: Haas, pp. 66-123; 164-229; Migdal, pp. 153-175;

XVII. Current Configurations of the Middle East – The East Moves West … and Vice Versa? (April 11)

Key questions: What are the signs that ties between the East and the Middle East are strengthening? What are the dimensions of and motivations behind a larger Asian footprint in the Middle East? How are these trends evident in the new relationship between South Korea and the United Arab Emirates (UAE)? To what extent are China’s efforts to expand its ties in the Middle East reflective of its efforts to grow its presence over the entire developing world? How have these changes affected the western presence in the region? Why has Russia steadfastly stood behind Syria during its efforts to quash the political unrest associated with awakenings in the country? How are states of the region looking eastward? What do these relationships tell us about the effects of outside parties on the politics of the Middle East region?

Key concepts: piracy, free trade, counter-revolution

Key terms: UN Security Council Resolution 1973, Friends of Syria, Tartus, AHK unit “Looking Eastward Policy”, Free Trade Agreements (FTAs)

(*) Sun, Degang and Yahia Zoubir. 2015. “China’s Economic Diplomacy
**XVIII. Current Configurations of the Middle East – Energy, Food, Migration and Climate (April 13)**

Key questions: How did the “civic order” of the Middle East evolve in the 20th century and what factors most directly influenced this change? How did developing countries diagnose their development challenges and how did the west influence their chosen responses? Why and how did the masses object to these assessments? How did the U.S. turn the tables on the third world? What effects did this specifically have on Middle Eastern economies? What might a fourth moment in the “dialectical process that encapsulates global and regional political economy since 1929” look like? How has the Middle East been affected by globalization? What has changed about its regional political economies in the face of strengthening pressures of globalization? What has not changed? Why do some analysts suggest the region could become the epicenter for the reversal of globalization? How has the Middle East been affected by changes in the international energy system? How are strategic relationships between the Middle East and the rest of the world being affected by these changes? How did the 2008 food crisis alter the thinking of Gulf states regarding food security? To what extent were the responses of Gulf states similar to or different from one another? How are these responses changing the conduct of international relations by these affected states? To what extent are these responses related to, or exacerbating problems of water scarcity in the region? How might the region be affected by climate change and other environmental stresses? What are the potential international ramifications of such changes?

Key concepts: globalization, regime change, climate change, sustainable development, ecological footprints, food security, vulnerability, global civil society, water scarcity, virtual water, austerity, economic nationalism, open door, defensive development, civic order, embedded liberalism, basic needs, peak oil, social capital, adaptive governance

Key terms: agro-investments, global food crisis of 2008, food embargoes, bread basket strategy, KAISAIA, Middle East Supply Center, Bretton Woods, World Bank, International Monetary Fund, New International Economic Order (NIEO), Group of 77, International Energy Agency (IEA), Caspian Sea

**Readings:**

(*) Harris, Stuart. 2010. “Global and Regional Orders and the Changing Geopolitics of Energy” Australian Journal of International Affairs 64 (2): 166-185;


**XIX. Current Configurations of the Middle East – Islam, al-Qaeda and Remnants of the War on Terror (April**}
Key questions: How has Islam been transformed over the past several decades? What were the larger strategic dynamics associated with the 9/11 attacks? How have ideologies affected U.S. Saudi relations since the end of the Cold War and the attacks of 9/11? What are the key factors associated with the processes of radicalization? What have terrorism studies contributed to our understanding of the roots of terror and what still remains to be understood? Why did the foreign fighters phenomenon emerge in Islam as it did and what international effects has it had? What roles have Islamic businessmen played in promoting economic mobilization in the Middle East?

Key concepts: near and far enemies, jihad, clash of civilizations, orientalism, foreign fighters, pan-Islamists, radicalization, Islamic melancholy, political Islam, Salafism

Key terms: Taliban, Bush Doctrine, “Roots of Muslim Rage”, Islamic finance, ISIS


XX. Current Configurations of the Middle East – The Palestinians and Israel (April 18)

Key questions: What happened to the Israeli-Palestinian peace process in the wake of Camp David’s failure? Why did this occur? What has changed about the international relations of the Israeli-Palestinian conflict since 2001? Why are many scholars more skeptical of the prospects for Israeli-Palestinian peace? What are the potential international implications often attached to that skepticism?

Key concepts: the periphery doctrine, one vs. two state solutions

Key terms: shelf agreements, Independent Monitoring and Verification Organization (IMVO)


XXI. Realigning Interests – The Iran Agreement (April 20)

Key questions: What are the key elements of the Iran nuclear agreement with the P5+1? How was the agreement reached? What did success of the negotiating process depend upon? Why have assessments of the agreement differed between nuclear authorities and policymakers? What effects did the agreement
have on existing relationships in the region? What effects did the agreement have on existing relationships between actors inside and outside the region? Why is the pathway forward for implementing the agreement so uncertain for all the actors involved?

Key concepts: hedging

Key terms: P5+1, uranium enrichment

Readings:
(*) Harris, Kevan. 2015. “Perspective: Iran’s Uncertain Course after the Deal” Current History 114 (776): 361-363;

XXII. Resetting the Western Presence (April 21)

Key questions: How has American policy toward the Middle East evolved since the end of the Bush (2001-2009) administration? How do scholars believe it should be altered? What are the key issues facing the US as it looks to its future relationship with the region? What missed opportunities and lessons does US relations with the region have to learn from? To what extent is Europe caught between the U.S. and MENA and how is this affecting EU attempts to influence policy in the Middle East region? What does Haas’s study reveal about the role of ideologies in international relations? Are large ideological differences between states a key source of hostilities? Are attempts to export liberal values and institutions effective strategies of conflict resolution? Will increasing indigenous pressures for democracy in the Islamic world benefit U.S. security interests as policymakers have often assumed? What are the policy ramifications accompanying each of Haas’s case studies? How do the findings advanced by Haas challenge and refine prominent international relations theories?

Key concepts: offshore balancing, security architecture, insecurity, progressive engagement

Key terms: Jewish lobby, neo-conservatives, Euro-Mediterranean partnership

Readings:
Hudson in Fawcett, pp. 321-344;
Hollis in Fawcett, pp. 344-362;
Migdal, pp. 301-369;
Gause, pp. 241-250;
Haas, pp. 274-287;
(*) Huber, Daniela. 2015 “A Pragmatic Actor: The U.S. Response to the Arab Spring” Journal of European Integration 37 (1): 57-75;
Friday, April 22 (4:30 p.m. in my office)

Final Exam – Monday, April 25 (noon-3:00 p.m.)

Please don't throw away this syllabus -- RECYCLE IT INSTEAD

Key questions: How did United States policy toward the Middle East in the George W. Bush administration resemble the approach taken by his predecessors? How did it represent a clear break with the past? According to Migdal, what are the primary ingredients that have shaped the US relationship with the region since the mid-twentieth century? How does this differ from the perspectives offered by others and what does it specifically emphasize about the peoples of the region that other interpretations of the US role in the region deny? How has the US responded to the changes underway in the region today? How does this compare with the responses of other states in the world? What challenges does the “awakening” in the region hold for international relations? Why is the “Arab Spring” an inappropriate metaphor to describe the recent uprisings in the region? What transnational factors have made all states in the Arab world vulnerable to popular anger? Why must assessments of the region’s uprisings remain provisional?

Key concepts: long war, preemptive war, preventive war, revolution

Key terms: Bush Doctrine, Bernard Lewis, Kefaya (Enough)

Key questions: Where is the Middle East? Why is that question not so easy to answer? Where did the term “Middle East” come from and why are its defining characteristics so ambiguous? What Middle East transformations have re-ordered the political and social dynamics of the region? How was the U.S. impacted by these changes? Why was 9/11 so important to studying the IR of the Middle East? What controversies were given additional voice by the attacks? What have been the central tensions between area studies and international relations when it comes to the Middle East? Why have these tensions emerged and what effects have they had on scholarship and scholars? Why has interdisciplinary research on the Middle East been so rare? What is constructivism and why might its approach to IR hold some level of hope for increasing the amount of cross fertilization between Middle Eastern Studies and IR? What cultural baggage and racial stereotypes do many Americans bring to their encounters with the Middle East? What are the roots of these perceptions and ideas? How do these perceptions emerge in contemporary American society and popular US conceptions of the Middle East as a region? How is this connected to Said’s concept of orientalism? How is this reflected in, combated by scholarly depictions and investigations of the region?

Key concepts: orientalism, constructivism, othering, globalization

Key terms: area studies, international relations, interdisciplinarity, Middle East Studies (MES), Middle East Studies Association (MESA), “Greater Middle East”, Arab world, clash of civilizations, Edward Said, strategic partnerships

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Key questions: What factors fuelled western hostility toward Muslims from the Crusades forward? What led this hostility to transition to more peaceful relations – and then to more suspicion of the Ottomans? Why were some prominent Europeans not persuaded to adopt the new hostility? How did the rise of “Orientalism” alter this relationship between the west and the “Middle East” further? How did the gradual decline of the Ottoman Empire influence European perceptions of Islam? How did European commercial ventures to India and beyond influence relations with the Ottoman Empire and what would become an emerging “Middle East”? What explanations have been posed for the “rise of the west” and why do many of these explanations fail to account for events? How do different schools of thought in international relations account for the west’s rise during this time? What distinguishes “internalist” and “externalist” accounts and how might each contribute to a coherent explanation? How did the “rise of the west” alter the west’s conception of Islam again? How did accounts of travelers to the region affect these conceptions? What myths about European penetration of the Muslim world are challenged by Ansary’s account? Why was the continued expansion of the Ottoman Empire so critical to its survival? How did the European trader presence complicate the economics of the Ottoman Empire? How did it alter the administration of the Ottoman Empire? How did the Ottomans sow some of the seeds of their own demise? How did the Ottoman Empire’s decline compare with what was happening in Safavid Persia and Moghul India? How did these dynamics contribute to what became known as the “Great Game”? How did the “Great Game” affect the international relations of the “Middle East”? Why did the British change their perspective on Sharif Husain? Why did this betrayal become a pivotal moment in modern Middle Eastern history? What had the British wanted from Husain and what did they promise in return? What territories did the British want excluded from any agreement and why did these become so critical? How did the French subdue Syria? How do British and French mandate governing structures differ? How were these differences displayed in Britain’s rule of Egypt and French rule in Syria? What were the initial indications of an “Arab revolution” in response to the mandates?

Key concepts: orientalism, mandates, liberal age, veiled protectorates, imperialism, oriental despotism, dualism

Key terms: Sharif Husain, Hashemites, Sykes-Picot agreement, Sir Henry McMahon, Husain-McMahon correspondence, Ibn Saud, Yawm Maysalun, King Faruq, Ottomans, Crusades, Enlightenment, Lady Mary Wortley Montagu, Safavids, Qajar dynasty, Great Game, the Eastern Question, Mohammad Ali, Napoleon

Key questions: How did the Versailles Peace conference constitute the Arab world’s “entry” into international relations? Why did the Europeans assume the region had no prior experience with statehood and therefore with “international relations” as it was known and why were these assumptions false? How did such conceptions nonetheless inform European plans for partitioning the region? What impacts did these actions have on European relations with the Arabs and other peoples of the region? What did the colonial experience create in terms of new regional structures and leave in terms of ideological legacies? How did these structures and ideas align with notions of identity in the region? What did the tensions between identity and territory bring in terms of regional events and how did the outside world begin to react to these developments? How has Europe’s relationship with the Middle East evolved since the period of imperial retreat?

Key concepts: nationalism, identity, irredentism, nation-building, regional state systems, states, sovereignty, supra-states, partition, neo-realism, constructivism, soft power

Key terms: Versailles peace conference, Wafd, Amir Faisal, King-Crane commission, mandate system, Balfour Declaration, Arabism, New Security Agenda, Barcelona Declaration, Euro-Mediterranean Partnership (EMP), Gulf Cooperation Council
Key questions:

What has distinguished 20th century war in the Middle East from regional wars in other historical periods? What have been the records of war in the region throughout the 20th century? What conflicts have been the most significant and why? How do international relations theorists and Middle East area studies scholars explain outbreaks of war in the Middle East? What theories do they employ and what insights to their studies, theories reveal? What do the differences among their explanations say about their approaches? What do the differences among their explanations say about the nature of great power penetration and struggle in the region? What do the results say about regional rivalries and the internal dynamics of states when seeking to account for war? How do revolutions (especially as understood by Halliday) fit into these discussions? Why has conflict resolution often proven so difficult to achieve in the Middle East?

Key concepts: wars, arms races, balance of power, state-to-nation balance, offensive realism, defensive realism, civil war, Middle East exceptionalism, authoritarianism, legitimate authority, revolution, inequality, freedom, justice and rights

Key questions: How did the Cold War play out in the Middle East region? What were the initial US/USSR flashpoints in the region and why did they emerge? How did the region’s relationships with the competing superpowers evolve over time? What factors most contributed to explaining these ebbs and flows in relationships? How did American presidential doctrines reflect these factors? How did they specifically motivate and justify American approaches to the region during the Cold War? To what extent were the states of the region manipulated by one or both superpowers and to what extent did the states of the region manipulate the superpowers? How are these trends reflected in the evolution of revolutionary nationalism in the region? What contrasting outcomes emerged from the Cold War in the Middle East region? How did the Cold War raise expectations regarding modernization in the Middle East? Why did it exacerbate rivalries among Arab anti-colonial movements? What legacies did the Cold War leave in the region and what legacies did the region leave the Cold War? Why did some analysts suggest there was a Cold War underway within the Middle East regional subsystem during much of this period of time? What states were contending powers and what was the Arab Cold War fought over? How did regional alignments shift over time and what factors affected these changes primarily? How did U.S. policy toward the Middle East evolve from Truman to Eisenhower? Why did the two decades after 1947 not go well in the Middle East for American policymakers? What were the lasting impacts of the Cold War on the Middle East?

Key concepts: pan-Arabism, Arab Cold War, containment, deterrence, correlation of forces, Arab socialism, revolutionary nationalism, Arc of Crisis, stages of economic growth, chastened doctrine, hedges, client states

Key terms: Young Turks, regional wars, Algerian war of independence, Six-day war, October war, Iran-Iraq war, Suez war, gulf wars, Collier-Hoeffler model, Northern Tier, pan-Arabism, pan-Islam, Zionism, Kurds, ethnic fragmentation, Greater Syria, Greater Israel, right of return, Bella Levantina, Pax Asiatica, ASEAN, rentier states, rubber cages

Key questions: Why has the Middle East proven to be a “graveyard” for many contemporary theories of international relations? What has been especially challenging about the region’s dynamics and the theories
of conflict and peace developed in international relations? How have the Arab-Israeli wars and the
conflicts between Israel and the Palestinians more specifically proved difficult to fully explain in the
context of existing theories of international relations? What factors led to the U.S. recognition of the Israeli
state and why was this controversial? How has the conflict itself been “internationalized”? What role have
the superpowers played in stoking and cooling the conflict over time? How have other external states like
the Europeans historically approached the conflict? What have been the regional and extra-regional
alliances and alignments toward this conflict? What was particularly important internationally about the
Six Day war? How did this war change the nature of the Arab-Israeli conflict? Why is it a myth to suggest
that opposition to Israel has been the one policy stance that unites all the Arab states in the region? What
brought about the American “special relationship” with Israel? What was Black September and why was
this event crucial to the reassessment of Israel’s relationship with the U.S.? How did the emergence of that
relationship change the nature of the conflict? What was significant about the 1973 war and its outcome
for U.S. relations with the Middle East and U.S.-USSR relations? How did the superpowers approach
efforts at resolving the Arab-Israeli conflict during the Cold War?

Key concepts: low intensity conflict, asymmetrical warfare, balance of power, preventive war, learning

Key terms: United Nations Special Committee on Palestine (UNSCOP), Suez War, Six-Day War, Yom Kippur
(Ramadan) War, Arab summits, intifada, Zionism, UN Security Council Resolution 242, War of Attrition, Black September, Palestine Liberation Organization (PLO), Rabat Declaration, step-by-step diplomacy, American-Israel Public Affairs Committee (AIPAC), Camp David Accords, Madrid conference, Iran-Contra

Key questions: What impact has oil had on relations between the region and the rest of the world? What
role have American businesses played in the development of Middle East oil? What have been the political
effects of these roles? What were the dynamics of struggle over Iraqi oil during the Cold War? How did
ty they represent a collision of raw material sovereignty and energy security? How did Iraq’s successful
nationalization contribute to a larger challenge posed to the prevailing international political economy?
What are the critical limits to any explanation of oil and Middle Eastern international relations? How did
the presence of oil help consolidate the existing Middle Eastern regional state system? What role did it
play in regional alliance formation? How did oil lift the profile and influence of the region internationally
after the oil revolution? What forces of cooperation and conflict active in the region have been influenced
by oil? What forces of cooperation and conflict between the region and other parts of the world have not
been influenced predominantly by oil? How have each been in play especially in the Persian Gulf region?
How did a regional Gulf system develop? What were the Gulf’s relationships with other states in the
region? How and why did alliances shift? How did these dynamics alter the region’s international
relations?

Key concepts: rentier states, oil revolution, regionalism, regionalization, quotas, boycotts, nationalization,
raw material sovereignty, energy security, budget security

Key terms: Organization of Petroleum Exporting Countries (OPEC), Arab League, Seven Sisters, Arabian
American Oil company (ARAMCO), Gulf Cooperation Council (GCC), Kurds, Algiers Agreement, Dhufar rebellion, Iraq Petroleum Company (IPC), Iraq National Oil Company (INOC), Rumaila oil field

Key questions: What factors were critical in ushering in the Iranian revolution in 1979? What was the
revolution’s outlook on international relations? What were the immediate geo-political effects of the
revolution? What were the reactions of actors elsewhere in the Middle East to the revolution? What
factors account for these reactions? What were the reactions to the revolution by the superpowers and other
major world actors? What factors account for the US reaction specifically? How did the American
hostage crisis come about and what international ramifications did it contain? How did the Iran-Iraq war
come about? What impact did the Iran-Iraq war have regionally and internationally? How were external
powers drawn into the conflict? What has made the Iranian revolution the most important contemporary
event in the Persian Gulf region (and perhaps the entire Middle East)? How has it compelled scholars and
activists to rethink the capacity of political Islam to be an organizing force within the region? How has Islam historically been treated in international relations? How have the geopolitics of Islam changed since the days of the Cold War?

Key concepts: dual containment, revolution, globalization, modernization theory

Key terms: twin pillars, the second oil shock, AWACS, tanker war, ship re-flagging, Vincennes, Iraqi revolution

Key questions: What is the Greater West Asian crisis? Where is “Greater” West Asia? How did the collapse of the Cold War international system contribute to the emergence of the Greater West Asian crisis? What changes did the end of the Cold War specifically bring to the Middle East? How did the end of the Cold War alter the region’s relations with the US, Russia, Europe and other strategic parts of the world? What new regional dynamics emerged in the wake of the Cold War? How are events like the Gulf War of 1990-91 indicative of the new dynamics accompanying the Greater West Asian crisis? What factors led the Iraqis to invade Kuwait and why did the international community respond as it did? To what extent was America’s response shaped by elements of its Cold War experience and to what extent did its response diverge from these patterns? How did the region respond to Saddam’s invasion and how did this response begin to alter existing regional relationships and structures? How was the war to expel Iraq from Kuwait the last war of the Cold War era … and how was it the first war of the post-Cold War era? Why did America not respond to the Iraqi intifada as many anticipated it would? What prevailing dynamics emerged in the region after the Iraqis had been ousted from Kuwait? How were these shaped by international pressures? How did the US become a real Middle Eastern power during this period? What power shifts emerge within the region during this time and why? How was the nature of war and the nature threats in the region changing? To what extent have the events of 2011-2013 altered conceptions of security and threats to security in the region? What factors contribute to polarization in the region? How is polarization promoting a reconceptualization of the region’s security order and what ends is this new order seeking to serve?

Key concepts: state autonomy, transnational armed violence, end of history, flexible response, brushfire wars, armed neutrality, intermestic politics, religio-politics, democracy deficit, state depth, structural illegitimacy, polarization, depoliticization, monarchical axis, fragmented vs. homogeneous societies, state capitalism


Key questions: How did the Iraqi invasion of Kuwait affect the Arab-Israeli peace process? How did the international community respond to the Arab-Israeli conflict in the wake of the Gulf War? How did the peace process itself change and what was different about the international role? What happened publicly and behind the scenes and why were these dynamics ultimately so different? What was the essence of the Oslo process? How did the US respond to the emergence of the Oslo process? How did the Oslo process demonstrate the limits of American diplomacy on this issue? What did Oslo ultimately produce? What were the key obstacles to implementing the Oslo Accords? What did the Clinton administration attempt to accomplish at Camp David? Why did they make this attempt and why did it fail? Why is conventional wisdom about the failure of Camp David flawed?

Key concepts: Pax Americana

Key terms: Oslo process, Declaration of Principles, Oslo II, Wye Accord, Camp David II, al-Aqsa intifada, Tabā

Key questions: What ironies surround the 9/11 attacks, particularly from an American perspective? What were the regional origins of the 9/11 attacks? How were the origins of the 9/11 attacks rooted in the US-
Saudi relationship and Iraq? How did the US respond to the 9/11 attacks and how did the region respond to the American reactions?

Key concepts: neocolonization, preventive war, soft power, imperial overreach, bargaining theory, jihad, clash of civilizations, orientalism, regime security, security architecture, external security, hegemonic stability theory, malign and benign hegemony, offshore balancing, bandwagoning

Key terms: Taliban, Bush Doctrine, “Roots of Muslim Rage”

Key questions: How did the American invasions of Afghanistan and Iraq shift regional alliances and how did it alter regional relations with the rest of the world? How are many of these trends illustrated by the reactions of small and less powerful states to the war? How has the Iraq war challenged conventional wisdom regarding the causes of war? How has the Iraq war challenged the conventional explanations for international relations and particularly how a hegemon behaves? How did it raise new concerns over orientalism? How have these issues manifested themselves ten years after the war’s end?

Key concepts:

Key terms:


