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. One need only contemplate for a moment the seismic impact of America’s assassination of Iranian General Qassem Suleimani to understand how quickly a tremor in one place can have ripple effects throughout the globe.

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: There are no pre-requisites to this course. 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, the second part of the course 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 third component 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 fourth 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 new shifts in 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.

**Food and Housing Insecurity**

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php and learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

**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 Ground Rules

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.

Courtesy 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20 percent</td>
</tr>
<tr>
<td>Reading quizzes</td>
<td>10 percent</td>
</tr>
<tr>
<td>Theoretical application papers</td>
<td>50 percent</td>
</tr>
<tr>
<td>Final paper</td>
<td>20 percent</td>
</tr>
</tbody>
</table>

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)
- D+ -- Barely Acceptable (65-62)
- D – Merely Passing (61-59)
- D minus – Barely Passing (60-59)
- F – Failure (58-0)

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. 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:
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.

*A Reminder about the Value of the Writing Center in the Center for Student Learning:* Increasingly, students have challenges writing effectively – there are all kinds of reasons for this – but if you can learn to be a good writer, there are so many doors that open for you beyond your educational experience. I strongly encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor) even if you think you are an effective writer. Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. The Writing Lab opens for the Spring 2020 term on Tuesday, January 21, 2020 and has hours Monday-Thursday 10-9; Friday 10-12 noon; and Sunday 5-9 p.m. For more information, please call 843.953.5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/).

**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due (by 4:30 at my office)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 10</td>
<td>First Theoretical Application Paper</td>
</tr>
<tr>
<td>Monday, February 24</td>
<td>Second Theoretical Application paper</td>
</tr>
<tr>
<td>Monday, March 9</td>
<td>Third Theoretical Application paper</td>
</tr>
<tr>
<td>Monday, March 30</td>
<td>Fourth Theoretical Application Paper</td>
</tr>
<tr>
<td>Monday, April 13</td>
<td>Fifth Theoretical Application Paper</td>
</tr>
<tr>
<td>Monday, April 27</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>
**Course Outline and Required Readings**

(*) denotes reading on course OAKS content page

I.  Course Introduction (January 8)

Readings:  
Fawcett in Fawcett, pp. 1-17;  
Gause, pp. 1-15;

II.  A Turn Toward War? (January 10)

Readings:  
(*) Filkins, Dexter. 2013. “The Shadow Commander” The New Yorker (September 30, 2013);  
(*) Wright, Robin. 2020. “The Breathtaking Unravelling of the Middle East after Qassem Suleimani’s Death” The New Yorker (January 6, 2020);  

III. Where is the Middle East -- Geographically and Academically?  (January 13)

Readings:  

IV. Legacies of the Past (January 15-17)

Readings:  

Monday, January 20 – Martin Luther King Jr. Holiday (no class)

Consider engaging in service to the community

V. Creation of the Modern Middle East (January 22-24)

Readings:  
Rogan in Fawcett, pp. pp. 39-62;  
Hinnebusch in Fawcett, pp. 158-179;

VI. Initial Frameworks for Understanding and Explaining the IR of the Middle East (January 27-29)

Readings:
- Lawson in Fawcett, pp. 21-27;

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

Readings:

VIII. The Cold War Arena – Regional and Beyond (February 3-5)

Readings:
- Sluglett and Payne in Fawcett, pp. 63-79;

IX. More Frameworks for Understanding and Explaining the IR of the Middle East (February 7-10)

Readings:
- Lawson in Fawcett, pp. 27-38;
- Miller, Benjamin. 2015. “Stateness, National Self-Determination and
War and Peace in the Twenty-First Century” Ethnopolitics 14 (5): 531-539.

Monday, February 10
First Theoretical Application Paper due (by 4:30 at my office)

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

Readings:
- Smith in Fawcett, pp. 271-297;

Part II – The Politico-Economic Context for Today – February 17-March 4

XI. Initial Political Economy Frameworks in the IR of the Middle East (February 17-19)

Readings:

XII. The Oil Revolution and the Politics of the Persian Gulf (February 21-24)

Readings:
- Luciani in Fawcett, pp. 107-131;
- Fawcett in Fawcett, pp. 201-225;
- Gause, pp. 16-44;

Monday, February 24
Second Theoretical Application paper due (by 4:30 at my office)

XIII. The Iranian Revolution, Islamism and Regional Wars (February 26-28)

Readings:
- Mandaville in Fawcett, pp. 180-200;
- Gause, pp 45-87;
(3): 540-562;

XIV. More Political Economy Frameworks for Understanding and Explaining (March 2-4)


Part III – The Greater West Asian Crisis -- March 6-13

XV. Iraq’s Invasion of Kuwait (March 6)

Readings: Korany in Fawcett, pp. 80-104;
Gause, pp. 88-135;

XVI. Arab-Israeli Peace -- 1993-2001 (March 9)

Readings: Shlaim in Fawcett, pp. 298-316;

Monday, March 9
Third Theoretical Application paper due (by 4:30 at my office)

XVII. September 11 (March 11)


XVIII. The Iraq War of 2003 (March 13)

Readings: Gause, pp. 136-240;
Calculi in Fawcett, pp. 226-245;

March 16-20 – Spring Break (no classes)

Part IV – Today’s Middle East IR (and Tomorrow’s?) – March 23-April 22

XIX. The Iran Nuclear Agreement (March 23-April 3)

A. The Greater West Asian Crisis as Background (March 23)

Readings: Parsi, pp. 1-87;
Legrenzi in Fawcett, pp. 317-338;
Hudson in Fawcett, pp. 368-393.

B. A Single Roll of the Dice (March 25)

Readings: Parsi, pp. 88-149;

C. Allies and Adversaries in the Most Unusual Places (March 27)

Readings: Parsi, pp. 150-243;
Hollis in Fawcett, pp. 415-434;

D. Breakthroughs (March 30)

Readings: Parsi, pp. 244-288;
(*) Meron, Gil. 2017. “The Logic and Illogic of an Israeli Unilateral
Monday, March 30
Fourth Theoretical Application Paper due (by 4:30 at my office)

E. The Unclenched Fist (Clenched Again?) (April 1)

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;

F. Reversing Course ... and Enlisting Chaos? (April 3)


XX. The International Relations of the Syrian Civil War (April 6-15)

A. The International Relations of Civil Wars (April 6)

Readings: Phillips, introduction and chapter one;
Norton in Fawcett, pp. 132-157;

B. Ambivalence to the Arab Spring (April 13)

Readings: Phillips, chapter two and three;
Sadiki in Fawcett, pp. 339-367;

C. International Actors and the Slide to War (April 10)

Readings: Phillips, chapters four, five and six;
Hinnebusch and Ehteshami in Fawcett, pp. 249-270;
D. **Backing Assad (April 13)**

Readings: Phillips, chapters seven and eight;  

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

E. **Descent into Chaos (April 15)**

Readings: Phillips, chapters nine, ten and conclusions;  
(*) Dannreuther, Roland. 2015. “Russia and the Arab Spring: Supporting the Counter-Revolution” *Journal of European Integration* 37 (1): 77-94;  

XXI. **Relations Reset (April 17-22)**

A. **Relations with the GCC (April 17)**

Readings: Gause, pp. 241-250;  

B. **IR of the Yemen Civil War (April 20)**
Readings:  

C. IR of the Libyan Civil War (April 22)

Readings: Dannreuther in Fawcett, pp. 394-414;  
(*) Anderson, Jon Lee. 2015. “The Unravelling” The New Yorker (February 23-March 2);  
(*) Unnikrishnan, Nandan and Uma Purushothaman. 2017. “Russia in the Middle East: Playing the Long Game?” India Quarterly 73 (2): 251-258;  

Monday, April 27
Final Paper due (by 4:30 at my office)