POLITICAL SCIENCE POLI 379§
SPECIAL TOPICS IN POLITICAL SCIENCE – SOCIAL MOVEMENTS IN
THE MIDDLE EAST
SPRING 2022

Instructor: Dr./Professor Dan Brown (He/Him/His)
E-mail: browndp2@cofc.edu
Office: JC Long Building Room 213, 9 Liberty Street
Virtual Office Hours: Tuesdays 10:00 – 1:00 by appointment on Zoom. Must make an appointment here.

COURSE DESCRIPTION: Though more visible, the “Arab Spring” uprisings were not the first instances of mobilization and contentious politics in the Middle East. Students in this course will be provided with a structured approach to the study of social movements in the subfield of comparative politics. Using these tools, students will rigorously examine reasons for the rise and fall of social movements and revolutions, methods for measuring protest and regime responses, and past, present, and future incidents of collective action in the Middle East and North Africa.

- What explains the rise of social movements?
- What explains instances of revolution and what determines the success or failure of revolutions?
- How have scholars grappled with these questions?
- Are the available theoretical lenses suited to dealing with contentious politics in the Middle East?
- How should we measure protest and regime responses?
- What forms has contentious politics taken in the Middle East, given the generally authoritarian context?
- What can the Arab Spring uprisings teach us about contentious politics and social movements in the region?
- If the available theoretical lenses are ill-suited to the Middle East, should the Arab Spring uprisings cause us to update our understandings of the above topics?

COURSE OBJECTIVES:
During this course, students will be provided with a structured approach to the study of contentious politics in Middle East and North Africa in the subfield of comparative politics. Students can be expected to encounter the work of many of the leading scholars on the region and its politics as well as leading non-political scientists’ work on the theoretical literature on social movements and contentious politics through peer-reviewed journal articles as well as book chapters. This course is also designed to improve your analytical, critical writing, critical thinking, and communication skills. Remember that your ability to develop and use these skills is as important to you as the information that you will take from this course.

REQUIRED TEXT(S):


§ MODIFICATIONS TO COURSE OR SYLLABUS: The purpose of this syllabus is to let you know what is expected and how to be successful in the course. It represents a contractual arrangement between instructor and student to accomplish our educational objectives. The instructor retains the right to modify the course materials and this syllabus as required to better attain course expectations. Remaining in this course constitutes tacit consent of the contractual obligations set forth within the syllabus and/or the classroom.
You will frequently use and should thoroughly consult the website Beautiful Trouble/Beautiful Rising Toolbox.

You may also want to familiarize yourself with the tabletop RPG Blades in the Dark, on which the course roleplaying will be generally based. You can find information on it here.

This course relies heavily on both text and audio-visual and interactive resources. I will provide access to resources online at the course’s OAKS webpage. Please see the course schedule at the end of the syllabus for when you should read the book chapters and additional articles. Other resources to be used in the class will be announced as necessary throughout the semester. Please keep a close eye on OAKS for updated readings.

KEEPING UP WITH CURRENT EVENTS IN THE REGION

The Middle East is a highly dynamic region. Students are highly encouraged, though not required, to follow day-to-day regional events and analysis throughout the semester. The following sources are indispensable:

- For more detailed analysis from leading experts, the Jadaliyya ("dialectics") ezine: http://www.jadaliyya.com/
- Foreign Policy Magazine Middle East Channel: http://foreignpolicy.com/channel/middle-east-africa/
- Foreign Affairs Middle East page: http://www.foreignaffairs.com/regions/Middle%20East
- Middle East Research and Information Project (MERIP): http://www.merip.org/
- The Armed Conflict Location & Event Data Project https://acleddata.com/#/dashboard
- Live UA Map - interactive news map platform – https://lebanon.liveuamap.com/
  - The link above is for Lebanon, but you can easily zoom out and move all over the region and the world: Exceedingly useful but "breaking" can mean "un-verified" in conflict zones.

**NOTE:** Unfortunately, there is a wide array of misinformation and disinformation about the Middle East out there. Many think tanks and their research output are funded by Israel (Washington Institute for Near East Policy (WINEP)) and countries in the Gulf (Middle East Institute) and often influenced by those regimes’ prerogatives. These think tanks can put out good material, but sometimes show distinct bias. Always check sources, and this is doubly the case when studying the Middle East. When in doubt, please ask the instructor about a source. If you’re using a clearly biased source, rest assured I will let you know.

COURSE CONTENT & ETIQUETTE NOTE – PLEASE READ CAREFULLY

POTENTIALLY DISTURBING CONTENT
The history and politics of the Middle East are contentious topics. At times this semester we will be reading, watching, and discussing historical events or political themes and topics that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you
ever wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork.

The reality is that the Middle East is in a period of volatile (occasionally violent) upheaval and dramatic sociopolitical and economic flux. This reality is unavoidable in the study of the history and politics of the region. Turning away from violence and injustice is a privilege that we frequently overlook or downplay in “the West”. The human beings living in the countries and societies we will study often do not have that same luxury. I consider it a central part of your job as students in this class and certainly a part of my job as an expert, to not look away. Nevertheless, if you ever feel the need to take a break during a class discussion or put off a discussion or assignment you may always do so without academic penalty. If you decide to do so, the default expectation is that you will make up the material later, as soon as possible. As always, you will be responsible for any material you miss.

ETIQUETTE
Your actions in the virtual “classroom” should take others into consideration. A major part of this course involves interaction amongst each other through discussions. Particularly in view of our social-media dominated, so-called “post-truth” world, the following is particularly important to understand.

If nowhere else, students will engage with difficult topics and respect differing opinions and the lived experiences and diversity of their fellow men and women in my classroom.

Middle East politics can be a contentious or controversial topic. I encourage spirited debate and discussion on the forums and do not believe that any substantive and serious speech should be censored without legitimate cause. I assume that this course can be conducted in the spirit of full academic freedom with civility and courtesy. Any member of this course may express any serious idea, point of view, and/or partake in a serious learning environment without disrespect. But this is not a comment thread on Facebook, YouTube, or Twitter. Explicitly racist, sexist, ethnocentric, and other rude behavior are not acceptable in the classroom. And, no, a loophole in this policy is not “serious” expressions of racism/ethnocentrism/sexism. Students who exhibit rude and/or unacceptable behavior will be removed by the instructor, to be reinstated only after meeting with the instructor to discuss and amend their inappropriate behavior.

I likewise do not censor legitimate and good-faith criticism of any state, people, conflict, etc. If you suspect you may be unable to entertain or engage in academic criticism of the United States, Israel, or any other state, individual, or their policies, I do not recommend remaining in this course.

TLDR: Avoid language that can be misconstrued as or is explicitly offensive. Discussion forums are not to be treated like Facebook walls or YouTube comment sections. I do not engage in censorship of serious, substantive, scholarly debate or exchange of such ideas, but I will police non-germane, offensive, or other negative commentary in discussions.

COURSE REQUIREMENTS:
Your grade will be based on three (3) sources:

1) **Activist Diary (Weekly Written Journaling Exercises) (25%)**
   a. 1 single-spaced or two double-spaced pages per entry
   b. Entries should contain your personal reflections on the corresponding topic(s)
i. These are not shared with other students and should serve as a personal journal on the topic, its connection to things you’re witnessing in the world, things that impact you, and connections to or manifestations of concepts we’ve been discussing or reading that week.

ii. What journals are fundamentally is an opportunity for you to have a direct dialogue with me about the substance of the course, what sense you are making of issues, what ideas the course is prompting you to think about or question. You should use these narratives as opportunities for exploration and engaging me with your thoughts and ideas.

iii. If the post does not give clear evidence of having read/watched/listened to the assigned readings or media, it will not receive credit.

2) **Midterm and “Final” Exams (50%)**:
   a. There are 3 two-part exams comprised of:
      i. 10 multiple-choice questions
      ii. Beautiful Trouble Toolbox Submissions
         1. For each topic of the course, there will be several corresponding elements from the Beautiful Trouble website.
         2. You should choose between 2 and 4 of these to complete per exam (instructions will vary based on the element. Consult OAKS for details).
            a. These will comprise skills, knowledge, and proficiencies that you will collect for your character in the role-playing simulation in the final third of the course. So, think strategically!

3) **Hirak! Roleplaying activities and associated assignments (25%)**
   a. You will be divided into one of two groups representing two groups of activists/revolutionaries.
   b. Beginning in April, class sessions will be devoted to applying the things we learned previously through roleplaying game sessions.
   c. Your grade for this element will be based on
      i. Participation in the sessions where your group is actively roleplaying
      ii. Written debriefs (due the Friday of the week of the sessions) in which you discuss the events of the week’s game and tie those to theoretical elements we discussed in the first 2/3 of the course.
      iii. More detail on these assignments as we approach April.

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**GRADING COMPONENTS AND GRADING SCHEME**

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<thead>
<tr>
<th>Component/Deliverable</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Written Journaling Exercises</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Hirak Role Playing and associated assignments</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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**GRADE SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
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<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>B</td>
<td>83 – 87</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<tr>
<td>D+</td>
<td>68 – 69</td>
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<tr>
<td>D</td>
<td>63 – 67</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62</td>
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<td>F</td>
<td>Below 60</td>
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4
No early exams will be given. Make-up exams are allowed only in cases of documented emergencies. Documentation for an absence and resulting missed exam is due within one week of the absence and prior to the make-up exam. It is the student’s responsibility to contact the instructor to make up an exam. If you do not notify me prior to the scheduled exam period that you will not make it to the exam, you may not be able to make up the exam. Even an email or call prior to the exam is sufficient, if you present documentation to legitimize the absence prior to sitting for the make-up exam.

COURSE FORMAT:
At time of writing, this course is expected to be delivered and meet in-person. I will record and post a recording of each Zoom lecture for those who cannot or choose not to attend. If any of that changes due to unforeseen circumstances, I will announce those changes via email.

Recording of Classes (via ZOOM)
Class sessions will be recorded via both audio and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

TECHNOLOGICAL REQUIREMENTS
1) A computer with Internet access, sound card, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can discuss how to make this course manageable for you.
2) OAKS, VoiceThread and Zoom proficiency. This course is administered through OAKS, so students must have a thorough working knowledge of the platform. Please spend some time educating yourself about its organization and use. Tutorials are available here: http://blogs.cofc.edu/oaks/students/tutorials/
3) You should make use of the free grammar and spellchecking capabilities both on word processing programs (Word, LibreOffice, GoogleDocs, etc) and Grammarly.
   a. If you turn in a written assignment that clearly has not been spelling and grammar-checked and/or has serious deficiencies in citations and quotations, I will return it to you ungraded until the problems are fixed

EMAIL & COMPUTERS:

Email and Me:
- All inquiries to me should be made via email or via the OAKS “FAQ” Discussion Board and I will make every effort to respond to email promptly. I check my email at least twice daily. You can expect a reply from me within 24 hours for emails received between 9:00 AM and 5:00 PM on Monday through Friday.
- I do not check or answer emails on the weekends.

Email and You (at least in this course):
- Please check your email at least once daily. Most of us now carry the equivalent of supercomputers in our pockets; there is no excuse for not checking and receiving your email when you have a device in your pocket with more computing power than those that landed human beings on the moon. Note that it is your responsibility to forward mail from your Gmail account to whichever account you check most frequently: Do this right away.
• I will use email to communicate with you individually and collectively from time to time. Also, check the course OAKS page daily to download course content and other materials, and to see announcements or assignments. To say that you didn’t realize an assignment was due at a certain time because you did not check your email or did not receive my email is not a valid excuse. **People have failed my course before because they didn’t check their email every day. Don’t be one of these people.**

• It is likewise your responsibility to ensure that you have a working computer and internet connection. There should be enough flexibility built into the course to deal with any unforeseen circumstances and problems that may occur, but make sure you have a backup plan.

**OFFICE HOURS**
My office hours are listed at the top of the first page of this syllabus. All office hours are held on Zoom unless I notify you otherwise. Make an appointment [here](#).

Make an appointment to talk to me about the readings or assignments, problems that might keep you from completing your work in this course, topics that have struck your interest and that you’d like to pursue further, or anything else. Please note that this does not mean that I will re-teach all materials from a class you missed. It is your responsibility to get keep up with readings, learning activities, and get any notes from classmates.

**FURTHER POLICIES OF INTEREST**

**ACCOMMODATIONS POLICY**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the [Center for Disability Services/SNAP](#) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**ACCOMMODATION FOR RELIGIOUS OBSERVANCES**
The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in
assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

2021 – 2022 Religious Holidays

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7, 2022</td>
<td>Christmas</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>January 14, 2022</td>
<td>Sankranti</td>
<td>Hindu</td>
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<tr>
<td>March 2, 2022</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
</tr>
<tr>
<td>March 7, 2022</td>
<td>Eastern Orthodox (Beginning of Lent)</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>March 16–March 17, 2022</td>
<td>Purim</td>
<td>Jewish</td>
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<tr>
<td>March 21, 2022</td>
<td>Naw-Rúz</td>
<td>Baha’i</td>
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<tr>
<td>April 2 - May 1, 2022</td>
<td>Ramadan</td>
<td>Muslim</td>
</tr>
<tr>
<td>April 15, 2022</td>
<td>Good Friday</td>
<td>Christian</td>
</tr>
<tr>
<td>April 15 - April 23, 2022</td>
<td>Passover</td>
<td>Jewish</td>
</tr>
<tr>
<td>April 24, 2022</td>
<td>Good Friday (Orthodox)</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>April 20 – 29, 2022 and May 2, 2022</td>
<td>Rídvan</td>
<td>Baha’i</td>
</tr>
</tbody>
</table>

1 The previously included Islamic holidays of Eid al-Adha and Eid al-Fitr fall outside the regular academic year and are therefore not listed here.
2 All Jewish holidays begin at sunset on the evening before the date given.
3 Orthodox Christian holidays begin at sunset on the evening before the date given.

HONOR CODE & ACADEMIC INTEGRITY


“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at:

ATTENDANCE VERIFICATION

Only students officially registered (graded or auditing) for this course may attend class. During the week following the drop/add deadline, the professor will verify student enrollments in this course. Any student appearing on the class roll but determined not to have attended the class even once will be removed.

MENTAL & PHYSICAL WELLBEING:
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting “4support” to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

FOOD & HOUSING RESOURCES:
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 to 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 me if you are comfortable in doing so.

INCLEMENT WEATHER, ZOMBIE APOCALYPSE, ENCOUNTERS OF THE THIRD KIND, PANDEMIC, OR OTHER SUBSTANTIAL INTERRUPTION OF INSTRUCTION INCLUDING BILL MURRAY CRASHING CLASS MEETINGS
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

LATE ASSIGNMENTS
Late work is severely discouraged and will be penalized after a short grace period of 24 hours past a due date. Students who intend to use the grace period must “activate” it by notifying the instructor as soon as possible, before the first deadline for the work.

Work that is turned in after the due date and grace period have expired 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 within 24 hours of the due date listed in the syllabus/on OAKS. Students with documented, legitimate emergencies should make arrangements with me. Note that it is your responsibility to contact me if you foresee or experience a problem that will affect an assignment. When in doubt, please reach out! I cannot help you if I do not know you’re in need of help!

PROFESSIONAL OBLIGATIONS
As a professor, my primary obligation is always to my students. However, working at academic institutions such as the College of Charleston, we are expected to engage in scholarly research in our fields of expertise and engage in the academic exchange of ideas by sharing this research with other scholars. This is an important obligation that the College takes very seriously, and which will occasionally require me to grade assignments slower than you’d probably prefer to work on my own research and attend academic conferences. I have tried
to plan the class schedule around these obligations, but at times my absence or indisposition will be inevitable. I therefore ask for your understanding during times I’m devoted to fulfillment of these obligations.

**LAST BUT CERTAINLY NOT LEAST:**

I believe learning is a collaborative enterprise. I learn by teaching you, just as you learn by being taught and testing that knowledge in dialogue with the rest of us in the class. But as a professor, I can be no more than a resource. Whether you effectively learn and grow intellectually through this course depends, ultimately, on your own commitment and efforts. My goal in this class is to provide you with a structure that can help you direct your own learning and to tell you what I’ve learned. Everything else is up to you.
COURSE & READING SCHEDULE

***Readings are to be completed by the assigned date***

NOTE: I have done my best to ensure that the OAKS schedule is identical to this PDF. But it is your responsibility to check all email, OAKS announcements, and the OAKS module in question to ensure you are doing the correct core readings and the correct Submodule materials.

Tuesday, 11 January – Introduction to the Course and Presentation of the Syllabus

UNIT ONE: FROM THE BALCONIES TO THE BARRICADES

January 13-18: The Political Baseline for Mobilization (i.e., What are We Dealing With and What are Protesters Up Against?)

Required Readings:
- Khatib, Lisa and Ellen Lust, “Introduction: Reconsidering Activism in the Arab World: Arab Uprisings and Beyond”, in Khatib and Lust, pp. 1-21.

Recommended Readings:
- Bellin (2012) Reconsidering the Robustness of Authoritarianism in the Middle East – Lessons from the Arab Spring.

January 20: Why Do People Participate? (A Grounding in Social Movement Theory)

Required Readings:
- Goodwin and Jasper (2009), "Introduction(s)" in The Social Movements Reader: Cases and Concepts.

Recommended Reading:
January 25: Major Approaches – Political Opportunity Structures & Political Process Models

Required Readings:

Recommended Reading:

January 27: Major Approaches – Networks and Resource Mobilization

Required Readings:

Recommended Reading:
- McAdam, Doug and Ronnelle Paulsen, “Specifying the Relationship Between Social Ties and Activism,” in McAdam and Snow (eds.) Readings on Social Movements: Origins, Dynamics, and Outcomes, 277-296.

February 1-3: Major Approaches – Culture, Collective Identity, Framing, and Mobilization

Required Readings:

Recommended Reading:
- Roy, “How Social Movements Do Culture”

February 8-10: Major Approaches – Repertoires, Tactics, Strategies, and Space

Required Readings/Media:
Recommended Readings:

**February 15-17: Diffusion and Modularity**

Required Readings:

Recommended Reading:

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**MIDTERM EXAM 1 OPENS 21 JUNE & DUE 24 JUNE - 11:59 PM**

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**UNIT TWO: CASE STUDIES OF THE ARAB SPRING UPRISINGS & BEYOND**

**February 22: Progenitor Mobilizations – Arab Nationalism & Political Islam**

Required Readings:
- Further readings TBA

**February 24: The 2010-12 Arab Spring and Social Movement Theory**

Required Readings:
- Khatib, Lisa and Ellen Lust, “Introduction: Reconsidering Activism in the Arab World: Arab Uprisings and Beyond”, in Khatib and Lust, pp. 1-21.

**March 1: Tunisia (“First-Movers” and “Early-Risers”)**

Required Readings:

**March 3: Egypt (Diffusion and Modularity Par Excellence)**

Required Readings:
- El-Mahdi, Rabab “Egypt: A Decade of Ruptures,” in Khatib and Lust, pp. 52-75.
March 7-11: Spring Break – No Class Meetings

March 15: Syria (Elite Learning & The Pattern Shifts)
Required Readings:
• Leenders, “‘Oh Buthaina, Oh Sha’ban – the Hawrani is Not Hungry, We Want Freedom!’: Revolutionary Framing and Mobilization at the Outset of the Syrian Uprising”, in Beinin and Vairel, pp. 246-264.
• Sawah, Wael and Salam Kawkibi, “Activism in Syria: Between Nonviolence and Armed Resistance”, in Khatib and Lust, pp. 136-171.

March 17: Saudi Arabia & Bahrain (Revolution Crushed)
Required Readings:
Saudi Arabia
• Lacroix, Stephane, “No Spring in Riyadh: Saudi Arabia’s Seemingly Impossible Revolution”, in Khatib and Lust, pp. 298-321.
• Mathiesen 2012_A Saudi Spring_The Shia Protest Movement in the Eastern Province 2011-2012
Bahrain
• “The Revolt that Never Went Away” VICE (Video – 30:06)

Recommended Readings:
• Lawson, Fred “Repertoires of Contention in Contemporary Bahrain”

March 22: Jordan & Morocco (Revolutions Subverted or Signs of a New Cycle?)
Required Readings:
• REVOLUTIONS FROM BAYAT

March 24: Lebanon & Iraq (Arab Spring 2.0?)
Required Readings:
• Further readings TBA

Required Readings:

March 31: Radical Social Movements: Muslim Brotherhood, Hamas, Hizballah, (and Da’esh?)

Required Readings:
  Further materials TBA

April 5 -April 21: Role Playing Sessions

FINALEXAM OPENS 5 JULY & DUE 9 JULY– 11:59 PM