

(790:351)
Contemporary Politics in the Middle East
Fall 2022

Instructor: Dr. Selin Bengi Gumrukcu

Office: Virtual Office

<https://rutgers.webex.com/meet/sg1442>

Course site: Canvas

Email: sg1442@polisci.rutgers.edu

Student Hours: Tuesdays 1:30-3:30pm, or by appt.

Statement on Diversity and Inclusion

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group.

In class discussions, please feel free to discuss openly, seriously and passionately.

I will not, however, tolerate disruptive or insulting remarks, gender or racial slurs, or other forms of bullying, intimidation or hate speech.

Publication of the remarks or questions or work of any classmate or the professor - in any form, written or recorded - without clear consent will be regarded as a violation of academic integrity and treated as such.

COURSE DESCRIPTION

This course is designed as an overview of the politics of the contemporary Middle East, meaning after 1920. The course is organized thematically and (more or less) chronologically. We will examine prominent explanations for the democratic deficit in the Middle East, and challenge the notion that the region is completely devoid of competitive and meaningful politics. More specifically, we will explore the ways in which a variety of factors – including prominent issues such as foreign intervention, persistent authoritarianism, oil, and religion has affected domestic politics in Middle Eastern countries. We will consider a number of different aspects of domestic politics, including political parties, gender politics, political mobilization, and public opinion. We will end the course by building on what we have learned to make sense of the 2010-2011 ‘Arab Spring’ uprisings, in an effort to understand whether these recent developments mark change or continuity.

COURSE OBJECTIVES

This course provides students with a number of skills essential to the study of Political Science generally and the subfield of Comparative Politics specifically. This includes knowledge of methods, approaches, and theories used in accumulating and interpreting information applicable to the discipline of political science, and the ability to demonstrate analytical thinking including the

formulation and defense of a thesis in written and oral formats as well as the critical analysis of arguments. Students will acquire general skills necessary to succeed in college as well as any future educational or career settings. At the end of the semester, you should be able to accomplish the following:

1. Understand and analyze what is democracy, types of democratic regimes and nondemocratic regimes;
2. Analyze why most authoritarian regimes collapsed, except in the Middle East;
3. Explore the role that Islam plays in modern political, cultural, and economic discourse;
4. Analyze the different variables that affect modern states in the region;
5. Understand root causes for the Arab Spring of 2011 and the regression it encountered.

INTERACTION

I believe in the importance of building a sense of community in my classes; it is essentially important during such a challenging time. During a remote class, how are you going to interact with me, and your fellow classmates to do this? Here are my answers:

Among students:

- There will be an **online student lounge** for you (on Canvas) to interact with your classmates, on various topics (sharing memes, news, just checking in with each other, sharing songs, etc.)

I will be communicating with you – frequently and consistently – via:

- **E-mail:** sg1442@polisci.rutgers.edu. I am checking my e-mails regularly (except on Weekends – usually); it is a good way of reaching out to me.
- **Canvas Inbox**
- **Webex** (during office hours or by appt.): <https://rutgers.webex.com/meet/sg1442>
- **Announcements** on Canvas. Sometimes in the form of a short video, sometimes just by text, and sometimes with VoiceThread. Watch out the Announcements, they are usually important stuff.
- **Mid-semester feedback.** I will be asking you to take a survey in mid-semester, and based on your feedback, I will consider making changes to the syllabus and how to conduct the rest of the semester. Please note, sometimes every single student have different needs/expectations, and, unfortunately, it is impossible for me, or any of your professors, to meet all of these.

REQUIREMENTS AND ASSIGNMENTS

You are required to **read the materials, come to class (unless you feel sick), and participate in the discussions** according to the schedule (see below).

I will examine your progress by instituting and/or monitoring:

Participation (15x) – 15% (1 point each)

Quizzes (5x) – 25 % (5 points each)

Reading Responses (4x) – 20 % (5 points each)

Midterm Exam (1x) – 15 %

Final Paper – 25 %:

- **Brief Intro & Outline of Final Paper – 5%**
- **Final Paper itself (6-8 pages body) – 20 %**

1. **Attendance & Participation (15%).** Class attendance and participation are **important** for this course. **HOWEVER**, given the current situation we're still in, and rising cases, I will be flexible on the matter.

Remember that Rutgers has a mask mandate in place for this Fall semester. Please keep in mind that we're responsible for each other's health as a community in the classroom, **so, please wear a mask, covering your mouth and nose, coming to the campus/class.** See [Guide to Returning to Rutgers](#) for more information.

Masks must be worn during class meetings; **any student not wearing a mask will be asked to leave.**

Do not come to class if you feel sick. Let's hope not, but if it would be the case, you can use self-reporting absence: If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Due to the ongoing health-related conditions, I will give you two no-questions-asked right for absence. To make this possible, I will assign everyone 1-point extra credit (covering attendance & participation for 2 class session). This right for absence **does not cover any assignment**; you are still responsible from all of them.

Unexcused absences, and not making-up for that, will not reflect well in your participation grade. Of course, **you have every right to observe your religious holidays. Please note that I am sensitive on the issue, and your absence because of religious observation will not negatively impact your attendance.** But, please just drop me a note so we can work together for you to catch up with the missed work.

Remember attendance and participation are two different things though: attendance is coming to class (0.5 point for each week), and participation (0.5 point for each week) is taking active role in the class discussions. So, each week you attend the class and participate in the discussion successfully will get you one point.

Discussion can only work if everyone joins the conversation in a prepared way. That means (a) reading before class; (b) reflecting on the materials for questions, issues for clarification and discussion points; and (c) taking part in discussion. Your participation grade will reflect not only the quantity of participation, but also its quality; the goal is to make thoughtful comments that move discussion forward and suggest careful engagement with the texts and questions under consideration.

Some discussion questions might be on current events. Thus, it is essential to read at least one major newspaper (see below for resources).

You are expected to respect each other's opinions during the discussions. **No form of discrimination will be allowed in the class.**

If you miss a class, do not worry. I will most probably not be recording the live classroom, but I can provide you with a pre-recorded lecture on demand for some weeks, or arrange an office hour with you to go through missed materials briefly. The assignments will be available on Canvas, so in case of absence, you can log in and submit the assignments online. I can offer an extra assignment or online discussion options for you to make up participation.

2. **Quizzes (5x %5 = 25%).** There will be **five quizzes, to be taken on Canvas (remotely or in class- more details to follow when the semester starts)**, throughout the semester. Expect a variety of questions (multiple choice, fill-in-the-blanks, and short essay questions). **Quizzes will be on weeks 2, 3, 5, 6 and 9.** Expect to see about 10 questions in each quiz, which you will have about 30 minutes to complete (We can change these slightly, based on your collective performance).
3. **Reading Response (4 x %5 = 20%).** You will regularly post a reading response, answering a question assigned for that week.

Please avoid making comments about whether you liked or disliked a source. Taste is socially constructed and tells us more about you than the reading or visual source. Just focus on the argument and examine the reading/visual source in the light of the assigned question for the reading response.

The response should include: 1) A clear argument (this is the answer you give to the question). 2) Examples drawn from the course material that support and illustrate your claims, ideally some quotes but paraphrasing would also work. 3) Proper citation of the examples as reference.

Try to keep it short: minimum 250 and maximum 300 words.

This assignment will help you to understand and find the research question, argument, and conclusion of a paper and find the main and side actors and major events in the process. Thus, it will help you to better understand the cases and/or articles at hand, and to write a better final paper. So, hopefully, this assignment will help you to gain a skill which you can use later on in other classes or in your future professional life.

Reading responses are due Weeks 4, 7, 11, 13.

- 4. Midterm Exam (1x 15% =15%).** Consists of two parts. In the first part, you will be given 5 concepts and you will be asked to define them and explain their significance to the study of democracy or the Middle East. In the second part of the exam, you will be asked to choose and answer one long-essay question out of two.

Midterm exam is scheduled for Week 8 (to be taken in class on October 26th).

- 5. Final Paper (25%).** Students are required to write a 6-8-page (main body) final paper double-spaced with 11 or 12 size font.

There will be no single topic (or a list of topics to choose from) assigned for the final paper. Instead, students will be asked to choose a topic of their interest related to the course topic. I want you to pursue a topic that **you** find interesting, or beneficial for your general academic/intellectual development.

In order to receive an A, students should critically engage the course readings and include some **original research**, either by making use of available datasets, archival materials, visuals, etc.

Regarding resources:

- At least 10 resources are needed for the final paper.
- No more than four of your resources can be websites or online sources. Articles that you get from online databases (like JSTOR, etc.) do not count as online sources.
- Wikipedia is not accepted as source for an academic paper.

The final paper will be submitted in two steps:

a. **Brief intro, and Outline of Final Paper – 5% (Due Week 13)**

In order to write a good paper, you need a good topic. In this phase, you are expected to introduce your research question, case selection, and main hypothesis briefly, and then provide an **outline**. Here is a template for the outline of the final paper: https://orithirsh.weebly.com/uploads/5/6/7/5/5675213/basic_outline_paper.pdf.

I will provide feedback on this assignment. Failure to incorporate the suggestions in the final paper, without a legitimate reason, will result in a lower grade. Since you will be able to get feedback on the outline, resubmission for final papers will not be allowed.

b. **Final Paper (6-8 page main body) – 20% (due Week 15)**

See above for some details. I will be using the following grading rubric, except for the page length: <https://content.sakai.rutgers.edu/access/content/attachment/6fcf7702-7f22-4303-854e-6ad4324d37d7/Announcements/c3efad09-ac9a-464c-8d72-3a1166764793/Final%20Paper%20Grading%20Rubric.pdf>

See Canvas for some general suggestions on writing, and writing your final papers. Exact due date will be announced later.

OTHER ISSUES

1. **Email.** Given the pandemic conditions, **email is the ideal form of communication** with me—for example, to schedule an appointment outside of office hours, to ask a brief question on assignments etc. During the week, I strive to respond to any email within the working day. Emails I receive after 5pm will be responded to on the following day. Please do not expect responses to emails on the weekend. **Please address the instructor as Prof. Gumrukcu in all kind of e-mails.**
2. **Office (student) Hours.** My office hours are for you, so, stop by with questions you have about assignments, readings, classroom discussions, or just drop by to say hello. The only thing I discourage is visiting to cover material from a missed class period; for that, consult the Canvas website. All else is warmly welcomed. If your schedule conflicts with my office hours, we can set up an appointment at a mutually agreeable time. Just e-mail me.
3. **Readings.** You are responsible for all assigned readings and assignments prior to class and are expected to participate in class activities. The assigned readings are the basis for understanding each class session.
4. **Participation.** Weekly engagements are key to your successful completion of this course. You should expect to log in 2-3 times a week to Canvas.
5. **Absence.** Participation and attendance are important parts of this class. You will not be failed because of continuing absence; but regular attendance and participation will definitely be rewarded. I also value it if you can inform me about your absence in advance.
6. **Late assignments.** Assignments are due on the dates and times that will be listed on Canvas.

Unless you have a valid reason for why an assignment is late, it will be marked down one full letter grade for every day it is late. This includes weekends.

7. **Final Paper.** If you have trouble deciding on a final paper topic, contact me via email or during office hours to decide on a topic together based on your specific research interests.
8. **Grade disputes.** I strive to provide a careful assessment of your work. If you believe you have received a grade in error, you have the ability to dispute it. All grade disputes must be made in writing, in not less than a paragraph, not more than a page. The dispute should outline very specifically why you feel that you received a grade in error. You must wait at least 24 hours after receiving your grade to raise the issue of a dispute, but you must turn in your written dispute

within a week of receiving the grade.

9. **Classroom Recording.** Students are prohibited from sharing the recordings for the class periods or out-of-class meetings with the instructor. Any online material for this class may not be shared in any form without permission of the instructor. Violations of this policy shall result in a significant deduction in your final grade.
10. **IMPORTANT. Changes to syllabus.** This is a draft syllabus. I keep my right to make changes to the syllabus until the start of the semester, especially on the readings and weekly schedules. NONE OF THESE CHANGES WOULD BE TO YOUR DISADVANTAGE. During the semester, occasionally, I find it necessary to make changes based on the needs of the students. If this becomes necessary, I will let you know via email and short announcements on recordings. A current syllabus can always be found on Canvas.

UNIVERSITY POLICIES

Academic Integrity. Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

1. · Cheating
2. · Plagiarism – See: <https://wp.rutgers.edu/academics/undergraduate/plagiarism>
3. · Aiding others in committing a violation or allowing others to use your work
4. · Failure to cite sources correctly
5. · Fabrication
6. · Using another person's ideas or words without attribution—re-using a previous assignment
7. · Unauthorized collaboration
8. · Sabotaging another student's work in doubt, please consult the instructor.

Please review the Academic Integrity Policy here: <http://academicintegrity.rutgers.edu>

PROTECTING INTELLECTUAL PROPERTY

Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which are protected by U.S. statutes. Copying this work or posting it online without the permission of the author may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and for the author's intellectual property rights is an important value that members of the university community take seriously. For more instructions on copyright protections at Rutgers University, please refer to the Rutgers Libraries.

STUDENT WELLNESS SERVICES

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

ADVICE FOR SUCCESS IN THIS CLASS

Everyone has the potential to do well in this course and to master the ideas that we will explore over the semester. Here are some suggestions on how to succeed:

1. **Do the reading, come to class and participate in the discussion.** The single most important thing you can do to improve your performance in, and enjoyment of the class is to read carefully. It is important that you keep up with the reading and class schedule. Otherwise, you will be lost in class and unable to participate in the discussion. Please plan your schedule accordingly.
2. **Read critically and think comparatively.** Think critically about the authors' sources and arguments. What is the main argument of the article/book chapter? Are the authors' arguments convincing? Why or why not? Look at the year in which the text was published and think about what that may mean for the authors' evidence and understanding. Ask yourself how the particular case you are reading about compares with similar developments in other countries or periods.
3. **Follow up areas of interest by reading other sources besides the required texts.** Check the footnotes and bibliographies in the main texts for further, specialized sources in your particular area of interest.
4. **Keep up with current events.** If you do not do so already, read at least one major national/international newspaper every day, such as *The New York Times*. Explore other, alternative sources of news and analysis, such as *The Economist*, *The Nation*, *The New York Review of Books*, or *Politico*. Think about how contemporary events relate to the themes addressed in class.
5. **Take advantage of my office hours.** I encourage you to attend my office hours. In addition to my office hours, I am available by appointment and encourage you to contact me via email to set up a meeting.
6. **Engage your classmates in (political) conversation outside of class in the online student lounge.** Building a community and network is an essential part of college life; take advantage of the online student lounge to engage with your classmates.

RESOURCES

The following is a good book for those of you who are not familiar with Middle East politics:

William Cleveland, *A History of the Modern Middle East*, Boulder: Westview Press, 2004.

Some other resources you can make benefit in this class, i.e. for your final paper.

1. Achcar, G.: (2013). *The People Want. A Radical Exploration of the Arab Uprising* Berkeley: University of California Press
2. Day, S.: (2012) *Regionalism and Rebellion in Yemen: A Troubled National Unity*. Cambridge: Cambridge University Press
3. Lynch, M.: (2012). *The Arab Uprisings: The Unfinished Revolutions of the New Middle East*. New York: Public Affairs
4. McMurray D. and Amanda Ufheil-Somers, editors: (2013) *The Arab Revolts: Dispatches on Militant Democracy in the Middle East*. Bloomington: Indiana University Press
5. Owen. R.: (2012). *The Rise and Fall of Arab Presidents for Life*. Cambridge: Harvard University Press
6. Parsa, M.: (2000) *States, Ideologies, and Social Revolutions: A Comparative Analysis of Iran, Nicaragua, and the Philippines*. Cambridge: Cambridge University Press
7. Perkins, K.: (2013) *A History of Modern Tunisia*. (second edition) Cambridge: Cambridge University Press
8. Perthes, V.: (2004) *Arab Elites: Negotiating the Politics of Change*. Lynne Rienner
9. Soliman, S. (2011). *The Autumn of Dictatorship: Fiscal Crisis and Political Change in Egypt under Mubarak*. Stanford: Stanford University Press
10. Tilly, C. (1978). *From Mobilization to Revolution*. MA: Addison-Wesley.
11. Trimberger, E. K (1978). *Revolution from Above: Military Bureaucrats and Development in Japan, Turkey, Egypt, and Peru*, New Brunswick: Transaction Books
12. Vandewalle, D. (2012). *A History of Modern Libya*. Cambridge: Cambridge University Press

Course Schedule

(Sept. 7) Week 1: Introduction

Readings:

No readings are required

(Sept. 12*) Week 2: Studying the Middle East: Definitions and Biases

Fromkin, David. "How the Modern Middle East Map Came to be Drawn." *Smithsonian* (May 1991): 166-170.

Lockman, Zachary. *Contending visions of the Middle East: The History and Politics of Orientalism*. Cambridge University Press, 2009. Read chapter 5.

Said, Edward. "Islam through Western Eyes." *The Nation*, 26 April 1980.

*No class on September 14th, due to my conference participation/presentation.

(Sept. 19 & 21) Week 3 : Colonialism & Independence

Gasper, Michael. "The Making of the Modern Middle East" in *The Middle East*, ed. Ellen Lust: CQ Press, 2016. Pages 1-64

Hudson, Michael. *Arab Politics: The Search for Legitimacy*. New Haven: Yale University Press, 1977. Read chapter 5, "The Legacy of Imperialism."

(Sept. 26 & 28) Week 4: Nationalism and Other Ideologies

Hourani, Albert. *A History of the Arab Peoples*. Cambridge, MA: Harvard University Press, 2002. Read chapters 24 and 25, "The Climax of Arabism" and "Arab Unity and Disunity."

(Oct 3 & 5) Week 5: Islam and Democracy

Readings:

Lewis, Bernard, *The Roots of Muslim Rage- The Atlantic*

Huntington, Samuel, *The Clash of Civilizations*, 207-218, 254-265

Abou El Fadl, Khaled, *Islam and the Challenge of Democracy*, 3-43

Tessler, Mark, "Do Islamic Orientations Influence Attitudes Towards Democracy in the Arab World?" in Ronald Inglehart, ed, *Islam, Gender, Culture and Democracy*, 6-22

(Oct. 10 & 12) Week 6: Regime Types

Readings:

Lust, Ellen. "Institutions and Governance" in *The Middle East*, ed. Ellen Lust: CQ Press, 2016. Pages 160-204.

Todd Spinks, Emile Sahliyah and Brian Calfano, "The Status of Democracy and Human Rights in the Middle East: Does Regime Type Make a Difference?", *Democratization*, Volume 15, No. 2, (2008), pp. 321-341.

Posusney, Marsha. "Multi-Party Elections in the Arab World: Institutional Engineering and Oppositional Strategies." *Studies in Comparative International Development*, vol. 36, no. 4, (December 2002): 34-62.

(Oct. 17& 19) Week 7: Authoritarianism

Readings:

Bellin, Eva, *The Robustness of Authoritarianism in the Middle East*, *Comparative Politics*, 36/2 (Jan. 2004): 139-157

Anderson, Lisa. "Absolutism and the Resilience of Monarchy in the Middle East." *Political Science Quarterly* 106, no. 1 (1991): 1-15.

Herb, Michael. "Princes and Parliaments in the Arab World." *Middle East Journal* 58, no. 3 (Summer 2004): 367-384.

(Oct. 24 & 26) Week 8: Overview and Midterm Exam

No readings required. We will overview the materials on the 24th and will have our midterm exam on the 26th.

(Oct. 31 & Nov 2) Week 9: Rentierism and democracy in the Middle East

Readings:

Anderson, Lisa, *Peace and Democracy in the Middle East: The Constraints of Soft Budgets*, *Journal of International Affairs*, 49/1 (Summer 1995): 25-44

Yousif, Bassam and Eric Davis, Iraq: Understanding Autocracy - Oil and conflict in a historical and socio-political context, in Ibrahim Elbadawi and Samir Makdisi, eds., *Democracy in the Arab World: Explaining the Deficit*, New York: Routledge, 2011, 227-255;

Luciani, Giacomo, "Resources, Revenues, and Authoritarianism in the Arab World: Beyond the Rentier State?" in Brynen et al, Chap. 11

Luciani, Giacomo, The Oil Rent, the Fiscal Crisis of the State Democratization, in *Without Democrats*, 130-155

**(Nov. 7 & 9) Week 10: Civil Society
Readings:**

Al-Sayyed, Mustapha Kamal, The Concept of Civil Society and the Arab World, in Brynen et al, . *Political Liberalization*, 131-147

Ibrahim, Saad Eddin, "Liberalization and Democratization in the Arab World: An Overview," in Brynen et al, *Political Liberalization*, 29-55

Kubba, Laith, The Awakening of Civil Society, in Diamond, Plattner and Brumberg, *Islam and Democracy*, 28-34

(Nov. 14 & 16) Week 11: Social Movements

Beinin, Joel and Frederic Vairel, eds. 2011. *Social Movements, Mobilization, and Contestation in the Middle East and North Africa*. Stanford UP. (Intro; Ch 1)

Bayat, Asef. 2010. *Lifelines: How Ordinary People Change the Middle East*. Stanford UP. (Ch 1)

Bayat, Asef, The "Street" and the Politics of Dissent in the Arab World (Middle East Report No 226, Spring 2003)

(Nov. 21*) Week 12: Gender and Politics

Abu-Lughod, Lila. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist* 104.3 (2002): 783-790.

Charrad, Mounira, *States and Women's Rights: Tunisia, Algeria and Morocco*, Berkeley Ca, 2001), Introduction, PP.1-13, and Conclusion, pp. 233-241

Ross, Michael. "Oil, Islam and Women." *American Political Science Review* 102, 1 (February 2008): 107-123. Read pages 107-111, skim the rest.

*No class on November 23rd, due to the university's changes in designation of class days (see the academic calendar)

(Nov. 28 & 30) Week 13: The "Arab Spring"

Readings:

1. Before the Spring: Political and Economic Development in the Arab World:
 - a. Owen 2012: 1-60
 - b. Achcar 2013: 7-108

(Dec. 7*) Week 14: Arab Spring-continued

Readings:

Hamid Dabashi, *The Arab Spring: The End of Postcolonialism* (Zed Books, 2012). Introduction, Chapter 1 & Conclusion.

Shadi Hamid. 2011. "The Struggle for Middle East Democracy," in *The Cairo Review of Global Affairs*, 2011, pp. 18-29.

Felipe Campanete and Davin Chor. 2012. "Why was the Arab World poised for Revolution? Schooling, Economic Opportunities, and the Arab Spring," in *Journal of Economic Perspectives*, Vol. 20, No. 2, pp. 167-188.

Amira Aleya-Sghaier, "The Tunisian revolution: the revolution of dignity," in Ricardo Laremont, ed. *Revolution, Revolt and Reform in North Africa: The Arab Spring and Beyond*, pp. 30-52.

*No class on December 5th, due to my conference participation/presentation

(Dec. 12 & 14) Week 15: The Persistence of Authoritarianism

Bellin, Eva. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring," *Comparative Politics* 44 (January 2012): 127-149.

Brownlee, Jason, Tarek Masoud, and Andrew Reynolds, "Why the Modest Harvest?" *Journal of Democracy* 24 (October 2013): 29-44.

Gause, Gregory F. "Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability" in *Foreign Affairs* (July/August 2011).