

CGS 2340F Mapping the Middle East
Wednesdays, 6:00-9:00 pm. HC-W116
Fall 2013
Centre for Global Studies
Huron University College

Instructor: Bharat Punjabi
Office: Huron University College A15
Class hours: 6pm to 9pm, Wednesday
Email: bpunjabi@uwo.ca
Office Hours: 12 pm to 1 pm, Thursday.

Course Description: This course provides students with an introduction to the political, economic, and ideological dynamics of contemporary Middle Eastern states. The course examines the legacy of colonialism, state formation, central ideological trends such as Arab nationalism and political Islam, the dynamics of state-society contention, and the challenges of economic development in an era of globalization. The course will begin with a broad overview of the Middle East and will deal with the emergence of nation-states through a review of the key theories of nationalism. The course concentrates on two key issues in the Middle East viz. the centrality of resource politics where we will be focusing on water issues, and the politics of development in the colonial and the post colonial Middle Eastern state. The politics of key countries of the region including Egypt, Iran, Iraq, and Turkey, as well as the Israeli/Palestinian conflict will also be discussed.

COURSE LEARNING OBJECTIVES: Students will gain a lot of knowledge and perspective on the history and contemporary politics of the Middle East. They will also learn key concepts and methods from disciplines such as social anthropology, political science, economics and geography. The content on nationalism will focus on key general social and political thinkers on ethnicity, nationalism and modernity such as Edward Said, Ernest Gellner, Benedict Anderson, Terence Ranger, Michael Ignatieff and Arjun Appadurai. The course will also focus on some key issues in Middle Eastern politics and contemporary political movements in various countries in the region around democracy will also be covered by guest lectures. In addition, since we will be reading a very important and classic text in post-colonial studies by Timothy Mitchell, we shall also be covering ideas and theory from classical political economy as they relate to the arguments in Mitchell's text. Mitchell's book takes a critical view of the intellectual and practical legacy of nineteenth century liberalism and thus we will be paying close and critical attention to the ideas of Smith, Malthus, Ricardo, Marx and the 20th century economist, John Maynard Keynes. Thus reading the text will also help students engage in a review of Mitchell's treatment of key ideas from the history of economic thought. The course provides you with concepts, tools and theories that are used across the social science. The readings for the course have been chosen in a manner to reflect a more holistic and integrated treatment of the social science literature on the history, politics and political economy of the Middle East.

Anti-requisite information: None

Prerequisite Information: None

DESCRIPTION OF CLASS METHODS

The course is largely based on lectures. Visual Media and Guest Lectures will be used extensively. Power points for each lecture will be posted on owl before class. Students are expected to attend and watch videos and guest lectures. Class discussion is encouraged and will also be evaluated at 5% of the total grade. It is important that you read and come to class. It will be difficult to understand some of the concepts, if you neglect the assigned weekly readings and other content distributed on owl. The videos are very important as well. Please note that these films come from other libraries, so if you miss watching a film, you will be unable to grasp the concepts which are later used in the content of the following classes. The same applies to visiting lectures. You also have to ensure that you come to class on time and not distract others by arriving late or leaving before the class is over. Please inform me prior to class, if you need to leave early or on email if you are arriving late. While laptops and cell phones are allowed in class, please ensure that you do not access social networking websites in class. If you are caught using Facebook, Twitter, and other social networking websites on your cell phones or laptops, you can be asked to leave the class. Chatting through your email from within class is also not allowed and any use of computers other than related to the course should be avoided. Given the small size of the class, talking and conversing with each other should be kept to a bare minimum and should in no way distract the instructor or your colleagues in class. Three warnings will be given and failure to follow these instructions and heed the warnings will lead to you being asked to leave the class. Please be mindful that you have to be prudent in the way you write emails. Addressing the instructor by his or her first name is acceptable, but failing to adhere to university email protocol and writing one line emails without addressing the instructor respectfully is not acceptable. Please write emails and draft queries responsibly and carefully. A negative view will be taken if any student fails to follow these instructions.

TEXTBOOKS AND OTHER REQUIRED RESOURCES

Timothy Mitchell. *The Rule of Experts: Egypt, Techno-Politics and Modernity*"
University of California Press. 2012 edition

RECOMMENDED FOR PURCHASE

James Gelvin. *The Modern Middle East*. New York: Oxford University Press. 2012 edition.

Vivek Chibber: *Post-Colonial Theory and the Specter of Capital*. Verso Books, 2013

METHOD OF EVALUATION/ASSESSMENT

Critical Commentaries

Starting 16th of October, 2013 until November 13th, 2013 students are required to write a weekly 5 page critical commentary on their main reading for the day. These contributions will be evaluated at 5 % per submission and are worth 25% of the total marks. Each critical contribution will summarize the reading of the day and you are also expected to distill the main argument/narrative and the method used by the author in writing the chapter. You are expected to provide critical reflections on the strengths and weaknesses of the chapters covered in that particular week. More details will be given in class on September 18th in class. These critical contributions have to be submitted in class.

Book Review:

40% of the course grade will be based on the submission of a final 12 page double spaced book review, which is due on the 5th of December, 2013. The book review can be based on content presented in any five other readings covered in the rest of the course. Themes which could be tackled in the review include nationalism, development, water politics etc. Students will need to consult a minimum of eight scholarly sources for writing this review. These reviews should be submitted in class. 25% of the course grade will be based on a final exam. More details on this assignment will be given in class on September 25th.

Participation and Attendance:

5% of the grade will be based on class attendance. You can miss up to two classes. Participation is at 5% of the total grade. Participation of the students will be assessed by the submission of brief questions on content presented in class in written form. Students are encouraged to submit at least four written questions during the class intervals or at the end of any class throughout the semester. They will be assessed on the quality of the questions and the debate they help engender in class. I will do my best to address the questions on the same day in the class or in subsequent lectures.

Final Exam:

25% of the grade will be based on a final exam. Please note that the final exam will be based entirely on essay type questions. For this reason, it is important that you attend every lecture (including those given by guest lecturers) and absorb the theoretical and case study content. More details on the exam will be provided on September 25th in class.

10%: **Participation and Attendance Grade**

25%: **Five Critical Contributions**

40%: **Book Review**

25%: **Final Exam**

SPECIAL INSTRUCTIONS

It is important that you read and come to class. Some separate readings on concepts from political economy will be distributed in advance of each class on OWL. It will be difficult to understand some of the economic concepts, if you neglect the assigned weekly readings and other content distributed on OWL. The videos are very important as well. Please note that they come from other libraries so if you miss watching a video, you will be unable to grasp the concepts from the video which are used in the content of the following classes. The videos that are screened are not available at Western libraries for re-viewing. The same applies to visiting lectures.

SCHEDULE OF CLASSES, INCLUDING REQUIRED READINGS,

Week one, 11th September "Overview of the course". An introduction to the Middle East

Week two, 18th September: Theories of Nationalism. Material to be part of power points.

Week three, 25th September: The Ottoman Empire & Western Colonialism in the Middle East: The Middle East in the Modern World System (chapters 3 and 4 from Gelvin)

Week four, 2nd October: World War 1 and the Middle East State System (Part 3 Gelvin)

Week five, 9th October: Arab nationalism and the post-World War 2 era. The Kurdish question. Video to be screened: Michael Ignatieff's "Blood and Belonging"

Week six, 16th October: Timothy Mitchell text. Chapters 1 and 2 . Edward Said and post colonial studies.

Week seven, 23rd October: Timothy Mitchell text, Chapters 3 & 4. Classical political economy and the ideas of Adam Smith and Thomas Mathus.

Week eight, 30th October: Timothy Mitchell text. chapters 5 and 6. Political Economy and the ideas of Karl Marx and John Stuart Mill; chapter 5 from Vivek Chibber. Capital's Universalizing Tendency.

Week nine, 6th November: Timothy Mitchell text. Chapters 7& 8. Political Economy and Keynes. Chapter 6: Capital, abstract labour and difference from Vivek Chibber.

Week ten, 13th November: Timothy Mitchell text (Chapter 9.)

Week eleven, 20th November: The Israeli-Palestinian dispute, (Chapter 14 Gelvin). Water Politics in the Middle East.

Week twelve, 27th November: Transnational water co-operation in the Middle East. The Euphrates and Tigris issues.

Week thirteen, 4th December: Course review



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>