Course Number: GST 6502  
Course Title: The Middle East and North Africa, Past and Present  
Term and Year: Fall 2017  
CRN: 70703  
Start date: September 18, 2017  
End date: December 16, 2017  

Instructor Name: William A. Rugh  
E-mail: billrugh2003@yahoo.com or w.rugh@northeastern.edu 
Phone Number: 508-457-6394 or 871-785-3963  

Required Text(s)/Software/Tools:  
Required Text:  
Book title: The Government and Politics of the Middle East and North Africa  
Author/Publisher: Mark Gasiorowski, Editor; Westview Press  
ISBN: 978-0-8133-4994-7  

Supplemental/suggested texts:  
Book title: The Middle East  
Author/Publisher: Ellen Lust, Editor; Sage  
ISBN: 978-1-4522-4149-4  

Book title: The Essential Middle East: A Comprehensive Guide  
Author/Publisher: Dilip Hiro; Carroll and Graf Publishers  
Edition and Year: 2nd edition, 2003, paperback  
ISBN: 0-7867-1269-4  

Book title: The Israel-Arab-Reader  
Author/Publisher: Walter Laqueur and Barry Rubin, Editors; Penguin  
ISBN: 978-0-14-311379-9  

Course Prerequisites  
GST 6100 (which may be taken concurrently)  

Course Description  
Examines key countries of the Middle East and North Africa (MENA), and the emergence of non-state actors in that region. Following a general historical overview, key countries in the Middle East and North Africa (MENA) region will be studied one by one in depth, looking at historical, economic, cultural, domestic political, foreign policy and other issues that make the country unique or similar to regional and international characteristics. Students will be expected to do research into the
Students will be required to present their findings in five short analytical papers and in class oral presentations, and to participate in class discussions.

Course Outcomes
By doing the reading, preparing studies of selected individual countries, and participating in class discussions, students will have opportunities to:

1. learn the basic characteristics of key Middle Eastern and North African countries;
2. become familiar with information resources available on those countries;
3. learn how each country is in many ways unique, but also has characteristics of others; and
4. develop analytical and presentation skills in assessing foreign countries

Course Methodology
Each week, students will be expected to:

1. Review the week’s learning objectives
2. Complete the required reading before the class
3. Complete any writing assignments by the due date
4. Participate actively in class discussions

Participation/Discussion Board
Each week students must participate in class discussions.

Students whose turn it is to write analytical studies must turn them in at the start of the class dealing with the topic they have written on. Oral presentations should be based on written reports but prepared for oral delivery using concise talking points

Grading Scale:
The final grade reported will be broken down by the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9%</td>
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<tr>
<td>C-</td>
<td>70-73.9%</td>
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<tr>
<td>F</td>
<td>69.9% or below</td>
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</table>

Communication/Submission of Work
Each student will write a series of five analytical studies (described below) that must be submitted by the beginning of the class in which the topic they wrote on is to be discussed. The submission will be electronically for the entire class and the instructor, and also in hard copy for the instructor.

Analytical Studies
An analytical paper is one that deals with the country or countries we are studying that week, and it will be due on the day the class is scheduled to discuss that topic. It will analyze the current situation as well as the country’s relevant history. The paper should be between 8 and 10 pages, tightly
reasoned and include a summary paragraph. It should not be purely descriptive, but analytical, asking why and how. It must include footnotes for any controversial statements.

The class will be divided into two sections, and each section will be responsible for writing papers and leading five discussions of specific countries. The writing assignments will be decided on the first day of the term. Students in the two sections will prepare papers in alternate weeks. Each week, some of the students preparing papers will be required to present their findings orally to the class. Students should prepare carefully for their oral presentations, identifying their key analytical conclusions in order to present them succinctly to the class. All students will be expected to participate in the discussions each week. Students may coordinate their research to focus on different aspects of the same country.

The paper can focus on specific important aspects of it the country and analyze their causes and effects; or the paper can deal with the country as a whole. Some of the basic questions that could be considered are:

1. What makes the country unique in the region and the world?
2. How much of its current behavior derives from historic legacy and how much is new, and why?
3. What were major turning points in history and how do these affect local perceptions?
4. Who are the major “actors” for the country’s domestic and foreign policy?
5. What are their major concerns and why?
6. What are their goals, and their strategies and tactics to reach those goals, and why?
7. How are they affected by history, culture, economic and foreign factors?
8. How do the actors explain their actions to the public, and why?

To prepare the papers, students should consult any available sources of information and commentary on the country in question, starting with all of the readings listed for that week. Students are advised to include in the analyses any developments that have taken place in the country recently, by consulting analytical current events sources. Some of the most useful ones are:

- Al-Monitor Daily Briefing (newsletter@al-monitor.com)
- Informed Comment (www.Juancole.com)
- Foreign Policy website (FP@foreignpolicy.com)
- Council on Foreign Relations website (www.CFR.com)
- Arab Reform Initiative website (www.arab-reform.net)
- Middle East Policy Council website and MEP journal (www.MEPC.org)
- The Dhow, website for the Arab Gulf States in Washington (www.ADSIW.org)
- Department of State country reports, and human rights reports (www.state.com)
- Wikipedia (www.Wikipedia.com )
- The Washington Post (www.washingtonpost.com)
- The New York Times (www.NYTimes.com)
- News Nosh (www.newsnosh@peacenow.org)
- Middle East Policy – available in the library
- Middle East Journal – available in the library

Note: students not writing analytical papers for a given week, are advised to do the readings listed for that week so they can participate actively in the class discussion.

Grading/Evaluation Standards
Following is the system on which grades are based:

- Five analytical papers @ ten points each  50%
- Presentations of research findings @ five points each  25%
- Class discussion  25%

Students should come to class prepared to discuss the topic of the week by doing the reading in advance. Student submitted writing should be clear, comprehensible and competently produced.

Late work will not be accepted without prior approval of the instructor.

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### Class Schedule / Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
</table>
| 1    | Week start Sept. 18 - Week end Sept 24 | Introduction to the Middle East and North Africa | Gasiorowski, 1-18  
Aaron Hughes, “Variety of Experience in Islam”  
Max Fisher, “Obama’s Cringe-Worthy line”  
[http://www.vox.com/2016/1/12/10759008/state-union-address-obama-middle-east-middle-east.html](http://www.vox.com/2016/1/12/10759008/state-union-address-obama-middle-east-middle-east.html)  
Hisham Milhem, “Sykes-Picot: The Centennial of an Imperial Curse”, AlArabiya English  
| 2    | Week start Sept 25 – Week end Oct 1 | Egypt | Gasiorowski, 371-96  
Emad Shahin, “Egypt’s Revolution”  
Marc Lynch: “The Muslim Brotherhood”  
Stephen A. Cook, “Egypt’s Solvency Crisis”,  
| 3    | Week start Oct 2 – Week end Oct 8 | Israel and Palestine | Gasiorowski, 303-70  
Laqueur and Rubin, 11-16, 81-87, 116, 583  
Juan Cole, “The Map”  
| 4    | Week start Oct 9 – Week end Oct 15 | Iraq | Gasiorowski, 121-56  
[http://britannica.com/event/iraqwar](http://britannica.com/event/iraqwar)  
Eric Davis, “History Matters: Past is Prologue”  
[http://faspolisci.rutgers.edu/davis/ARTICLES/History_Matters.pdf](http://faspolisci.rutgers.edu/davis/ARTICLES/History_Matters.pdf)  
Juan Cole: “Who are Iraq’s Sunnis and Shia” |
<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>End Date</th>
<th>Region</th>
<th>Articles and Sources</th>
</tr>
</thead>
</table>
   Gasiorowski, 255-80  
   Chas W. Freeman Jr., “Saudi Arabia’s Dilemmas”, Middle East Policy Council website, [www.mepc.org/articles-commentary/speeches/saudi-arabia](http://www.mepc.org/articles-commentary/speeches/saudi-arabia) |
<p>| 9    | Tunisia and | Gasiorowski, 397-18, 475-500 |</p>
<table>
<thead>
<tr>
<th>Week start</th>
<th>Week end</th>
<th>Country</th>
<th>Articles</th>
</tr>
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<tbody>
<tr>
<td>Dec 4 - Dec 10</td>
<td>Iran</td>
<td>Adnan Saif, “Five Years on” <a href="http://www.juancole.com/2016/01/five-years-on-tunisias-jasmine-revolution-continues">http://www.juancole.com/2016/01/five-years-on-tunisias-jasmine-revolution-continues</a></td>
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<td>James Miller, “Fight against ISIL” <a href="http://www.juancole.com/2016/05/against-choose-between.html">http://www.juancole.com/2016/05/against-choose-between.html</a></td>
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<td>Gasiorowski, 19-50 <a href="http://www.juancole.com/2016/01/five-years-on-tunisias-jasmine-revolution-continues">http://www.juancole.com/2016/01/five-years-on-tunisias-jasmine-revolution-continues</a></td>
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<td>Alex Vatanka, “Iran’s Supreme Politics” <a href="http://www.mei.edu/content/article/irans-supreme-politics">http://www.mei.edu/content/article/irans-supreme-politics</a></td>
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**Academic Integrity Policy**

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Below are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to
understand some of the things instructors look for. The complete University’s policy on academic integrity is available in the Student Reference Guide.

*Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

*Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

*Plagiarism* – intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

*Unauthorized collaboration* – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.

*Participation in academically dishonest activities* – any action taken by a student with the intent of gaining an unfair advantage

*Facilitating academic dishonesty* – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Reference Guide, pages 16-17.

**College of Professional Studies Policies and Procedures**

For comprehensive information please see the download the Student Reference Guide also available on the Student Resources page of the Northeastern University College of Professional Studies website.

**Student Accommodations**

The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings.

Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

**End-of-Course Evaluation Surveys**

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this class, please take the time to complete the evaluation survey at the NEU EvaluationKit website. Your survey responses are completely confidential. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

**Online Proctoring**
In this class, some tests may be administered remotely by an online authentication and proctoring service called Examity®, which gives you the flexibility to schedule exams at your convenience and take them wherever you want.

To prepare for using Examity®, you will need to meet the following technical requirements:

- Working webcam and microphone which can be tested at www.testmycam.net
- An Internet connection of at least 3Mbps (www.speedtest.net)
- Chrome/ Mozilla/ Safari/ Internet Explorer/ Microsoft Edge browser
- Up to date Operating system (Windows or Mac OS)

Please click on the link below to run an automated systems check: Examity Computer Readiness Check

If you do not pass the systems check or have any questions or concerns, you can contact Examity’s® technical support team 24/7 via email at support@examity.com or phone at (855) 392-6489. Please tell your instructor immediately if your computer/equipment does not meet the standard to use online proctoring.

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