

# SIMP45

Introduction to Middle Eastern Studies

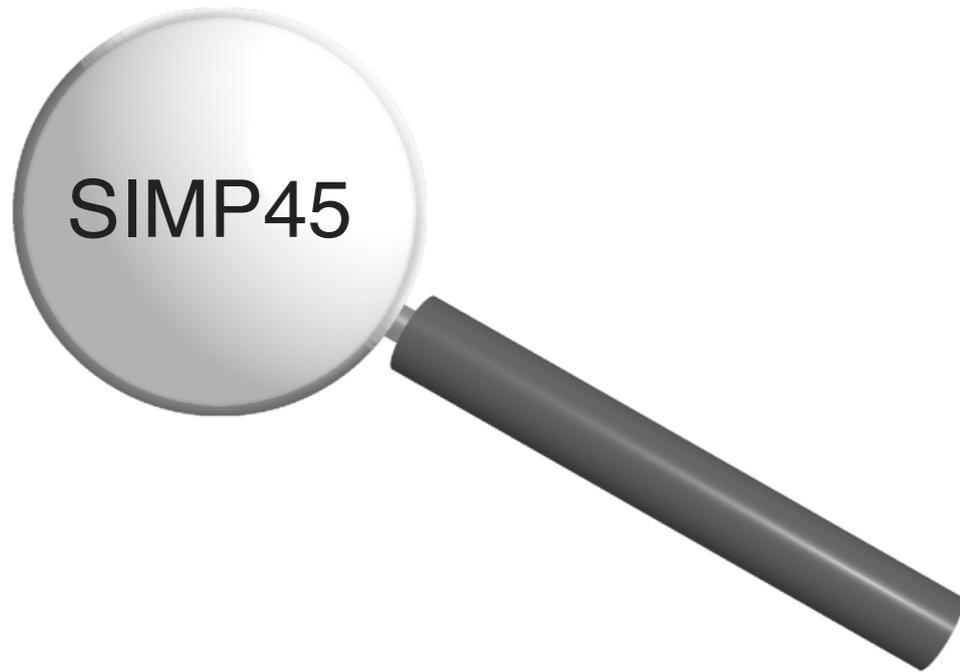


**Version 1.0, August 2020**

For an always up-to-date online version, please visit the course site  
(check regularly for updates)

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# Welcome!



## Welcome to the Autumn term's course *Introduction to Middle Eastern Studies*

This is an overview course which examines the political and social development of the Middle East from the early 20th century until today, and puts the region in comparative perspective. The course uses social scientific categories to examine the region using the current empirical and theoretical literatures on the Middle East. The goal of the course is to expose the student to the complexities of the region and help them understand the profound changes that are taking place. The student learns about the development of political and social structures, from a local, regional and global perspective. In doing so, the course will discuss the category of Middle East itself, and debate it as a construct.

The student will learn about issues such as the development of the state system, the reasons for the entrenchment of authoritarianism in the region, the causes of the Arab Spring, ideological struggles between Islamists and secularists, in addition to ethnic and sectarian divisions and conflicts as well as the role of the international community in the region.

# About Lund University and Graduate School

## Lund University

Lund University seeks to be a world-class university that works to understand, explain and improve our world and the human condition. The University is ranked as one of the top 100 in the world. We tackle complex issues and global challenges and work to ensure that knowledge and innovations benefit society. We offer education and conduct research in engineering, science, law, social sciences, economics and management, medicine, humanities, theology, fine art, music and drama.

Our 40,000 students and 7,600 employees are based on our campuses in Lund, Malmö and Helsingborg. The University has a turnover of approximately SEK 8 500 million (EUR 804 million), of which two thirds is in research and one third in education.

We are an international university with global recruitment. We cooperate with 500 partner universities worldwide and are the only Swedish university to be a member of the strong international networks LERU (the League of European Research Universities) and Universitas 21.

### CONTACT INFO

#### 1. Graduate School

[Find us on a map](#)

e-mail: [master@sam.lu.se](mailto:master@sam.lu.se)

Home page: [graduateschool.sam.lu.se/](http://graduateschool.sam.lu.se/)

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

#### 2. Student Union

Home page: [samvetet.org](http://samvetet.org)

#### 3. Lund University

Home page: [www.lunduniversity.lu.se](http://www.lunduniversity.lu.se)

The university is on [Youtube](#), [Facebook](#), [Instagram](#) and [Twitter](#)



The historic main university building, sometimes informally referred to as the White House, from 1882.

# Graduate School

Graduate School at the Faculty of Social Sciences offers interdisciplinary programmes and courses at Master's level. We coordinate four interdisciplinary programmes in Development Studies, Global Studies, Middle Eastern Studies and Social Studies of Gender, and offer courses in theory of science, research methodology and in interdisciplinary themes.

Graduate School was founded in 2007 in response to the Faculty of Social Sciences' need to offer interdisciplinary programmes in areas not covered by specific departments. There are currently about 180 programme students roughly distributed in groups of 20 to 30 students per programme. In addition, Graduate School has approximately 300 students taking our classes in theory of science and scientific methodology. We have students from six continents, all with a background in different disciplines, most of them in the social sciences. Our international teaching staff comes from different departments at the Faculty of Social Sciences, as well as from outside the Faculty.

The Graduate School office is located on the 2nd floor in Gamla Kirurgen, Sandgatan 13A.

Director of Studies Mikael Sundström [mikael.sundstrom@svet.lu.se](mailto:mikael.sundstrom@svet.lu.se)

Graduate School administration Email: [master@sam.lu.se](mailto:master@sam.lu.se)

Phone: +46 (0) 46-222 00 00

Website: [www.graduateschool.sam.lu.se](http://www.graduateschool.sam.lu.se)

Student Reception (open Monday, Wednesday & Friday 10-13)

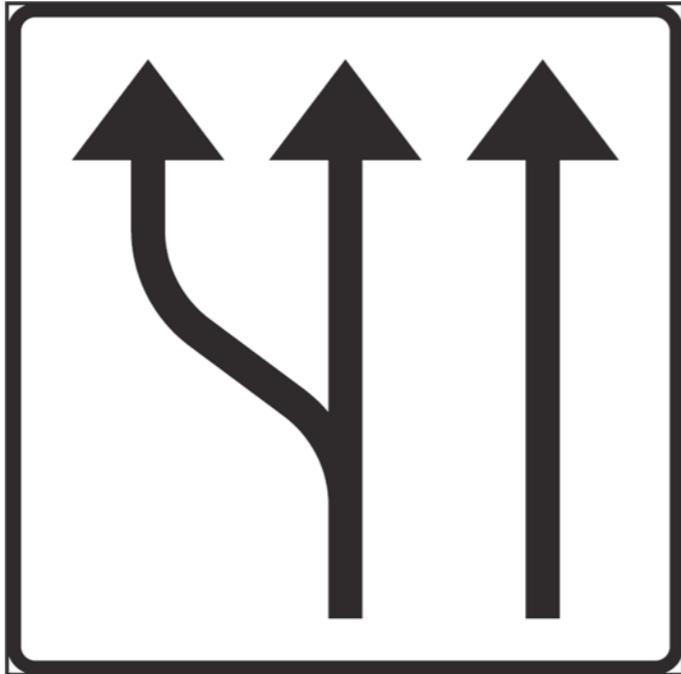
## *Postal Address*

Programme Administrator  
Graduate School  
Faculty of Social Sciences  
Lund University, Box 117  
221 00 Lund, Sweden



The home of Graduate School used to be part of the city's Old hospital – and its bed wards and operation theatres have duly been transformed into (rather less blood-spattered) lecture theatres and meeting rooms (our classrooms used to be bed wards). The old mortuary is in the basement (we've been thinking about organising a Halloween tour one of these years... maybe it's time?)

# Course overview



## Teaching and Examination

The teaching consists of lectures and seminars.

Unless there are valid reasons to the contrary, compulsory participation is required in seminars. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re- take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

## Formal student learning outcomes

Upon completion of the course, the student shall:

### **Knowledge and understanding:**

- demonstrate knowledge of the current social, political and cultural relations in parts of the Middle East and place them in a historical context.
- demonstrate understanding of the different historical explanations to the emergence of the Middle East as a concept and as a geopolitical region.

### **Competence and skills:**

- demonstrate the skill to independently reflect on the Middle East's societies from different theoretical perspectives.
- demonstrate the skill to discuss important events in the Middle East within a current and relevant social sciences framework.
- demonstrate the ability to independently formulate research questions about the present-day Middle East.

### **Judgement and approach:**

- demonstrate the ability to assess a present-day event or process from different perspectives.
- demonstrate the ability to interrogate and judge the different narratives about social and political structures and change in the Middle East.

# Assessment

## Overview

The assessment for the course is based on four written take-home assignments.

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

Marking scale: Fail, E, D, C, B, A.

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

The grade for the entire course is based on the following:

- Assignment 1 (outline and annotated bibliography): 30%
- Assignment 2 (literature review): 30%
- Assignment 3 (Final paper): 40%

The grade for the entire course consists of the average grade of all assessed assignments (A = 5, B = 4, C = 3, D = 2, E = 1) divided by the percentages awarded to each component. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A-E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass with Distinction Pass – Fail applies. The student must also have participated in all compulsory components.

At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.

# How to Write an Outline

## What is an Outline?

An outline is a formal system used to think about and organize your paper. For example, you can use it to see whether your ideas connect to each other, what order of ideas works best, or whether you have sufficient evidence to support each of your points. Outlines can be useful for any paper to help you see the overall picture.

There are two kinds of outlines: the topic outline and the sentence outline.

1. The topic outline consists of short phrases. It is particularly useful when you are dealing with a number of different issues that could be arranged in a variety of ways in your paper.
2. The sentence outline is done in full sentences. It is normally used when your paper focuses on complex details. The sentence outline is especially useful for this kind of paper because sentences themselves have many of the details in them. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page.

Both topic and sentence outlines follow rigid formats, using Roman and Arabic numerals along with capital and small letters of the alphabet. This helps both you and anyone who reads your outline to follow your organization easily. This is the kind of outline most commonly used for classroom papers and speeches (see the example at the end of this paper). There is no rule for which type of outline is best. Choose the one that you think works best for your paper.

## Write the Outline

1. Identify the topic. The topic of your paper is important. Try to sum up the point of your paper in one sentence or phrase. This will help your paper stay focused on the main point.
2. Identify the main categories. What main points will you cover? The introduction usually introduces all of your main points, then the rest of paper can be spent developing those points.
3. Create the first category. What is the first point you want to cover? If the paper centers around a complicated term, a definition is often a good place to start. For a paper about a particular theory, giving the general background on the theory can be a good place to begin.

4. Create subcategories. After you have the main point, create points under it that provide support for the main point. The number of categories that you use depends on the amount of information that you are going to cover; there is no right or wrong number to use.

By convention, each category consists of a minimum of two entries. If your first category is Roman numeral I, your outline must also have a category labeled roman numeral II; if you have a capital letter A under category I, you must also have a capital letter B. Whether you then go on to have capital letters C, D, E, etc., is up to you, depending on the amount of material you are going to cover. You are required to have only two of each numbered or lettered category.

## Keep Your Outline Flexible

Although the format of an outline is rigid, it shouldn't make you inflexible about how to write your paper. Often when you start writing, especially about a subject that you don't know well, the paper takes new directions. If your paper changes direction or you add new sections, then feel free to change the outline—just as you would make corrections on a crude map as you become more familiar with the terrain you are exploring. Major reorganizations are not uncommon; your outline will help you stay organized and focused.

However, when your paper diverges from your outline, it can also mean that you have lost your focus, and hence the structure of your paper. How do you know whether to change the paper to fit the outline or change the outline to fit the paper? A good way to check is to use the paper to recreate the outline. This is extremely useful for checking the organization of the paper. If the resulting outline says what you want it to say in an order that is easy to follow, the organization of your paper has been successful. If you discover that it's difficult to create an outline from what you have written, then you need to revise the paper. Your outline can help you with this, because the problems in the outline will show you where the paper has become disorganized.

# Annotated Bibliographies

## Definitions

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation.

Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- Summarize: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
- Assess: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
- Reflect: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

## Why should I write an annotated bibliography?

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By

reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

## Format

The format of an annotated bibliography can vary, so if you're doing one for a class, it's important to ask for specific guidelines.

The bibliographic information: Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format.

The annotations: The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space.

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.

# The Literature Review

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Conducting a literature review involves collecting, evaluating and analyzing publications (such as books and journal articles) that relate to your research question. There are five main steps in the process of writing a literature review:

1. **Search** for relevant literature
2. **Evaluate** sources
3. **Identify** themes, debates and gaps
4. **Outline** the structure
5. **Write** your literature review

A good literature review doesn't just summarize sources – it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.

## The Outline of the Literature Review

There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing.

Depending on the length of your literature review, you can combine several of these strategies (for example, your overall structure might be thematic, but each theme is discussed chronologically).

The most commonly used approach in our field is the *thematic*.

### *Chronological*

The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order. Try to analyze patterns, turning points and key debates that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

### *Thematic*

If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.

### *Methodological*

If you draw your sources from different disciplines or fields that use a variety of research methods, you might want to compare the results and conclusions that emerge from different approaches. For example:

- Look at what results have emerged in qualitative versus quantitative research
- Discuss how the topic has been approached by empirical versus theoretical scholarship
- Divide the literature into sociological, historical, and cultural sources

### *Theoretical*

A literature review is often the foundation for a theoretical framework. You can use it to discuss various theories, models, and definitions of key concepts.

You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

## **The Structure of the Literature Review**

The literature review should be structured like any other essay: it should have an introduction, a middle or main body, and a conclusion.

### *Introduction*

The introduction should:

- define your topic and provide an appropriate context for reviewing the literature;
- establish your reasons – i.e. point of view – for
- reviewing the literature;
- explain the organization – i.e. sequence – of the review;
- state the scope of the review – i.e. what is included and what isn't included.

### *Main body*

The middle or main body should:

- organize the literature according to common themes;
- provide insight into the relationship between your chosen topic and the wider subject area
- move from a general, wider view of the literature being reviewed to the specific focus of your research.

### *Conclusion*

The conclusion should:

- summarize the important aspects of the existing body of literature;
- evaluate the current state of the literature reviewed;
- identify significant flaws or gaps in existing knowledge;
- outline areas for future study;
- link your research to existing knowledge.

## Non-attendance at lectures and seminars

All seminars are mandatory parts of the course. If you do miss a seminar you may have to conduct an extra assignment where you analyse the readings related to the specific seminar.

## Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

## Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Note that there is also self-plagiarism (e.g. you take over parts of a paper that you have already written/submitted elsewhere) and translation-plagiarism (you translate from a non-English source and submit this as your own text). All cases of plagiarism will be handled by the Graduate School. Less severe cases will affect your grade negatively. More severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board.

# Your teachers

## CONTACT INFORMATION

1. **Rola El-Husseini** (course coordinator)  
[rola.el-husseini\\_dean@svet.lu.se](mailto:rola.el-husseini_dean@svet.lu.se)
2. **Dalia Abdelhady**  
[dalia.abdelhady@cme.lu.se](mailto:dalia.abdelhady@cme.lu.se)
3. **Torsten Janson**  
[torsten.janson@cme.lu.se](mailto:torsten.janson@cme.lu.se)

## Your teaching team



**Rola El-Husseini (course coordinator)** holds a PhD in Sociology from the Ecole des Hautes Etudes en Sciences Sociales in Paris, France. She has taught at several universities in the US and is committed to fostering the intellectual growth of her students while facilitating fair but challenging courses. She firmly believes in the benefits of being grounded in the scholarly literature and thinks it is imperative for students to be able to intellectually engage with the material, synthesize it, and explain it in a cogent, nuanced manner. Her research interests include civil wars and ethnic conflict, democratization, and gender.



**Dalia Abdelhady** has a PhD in Sociology from the State University of New York and a BA in Economics from the American University in Cairo. Her research and teaching interests focus on migration, gender, culture and globalization – all from within a comparative perspective. With twenty years of teaching experience, Dalia is passionate about working with students to develop their critical skills, strengthen their writing, and find their academic voice. In the classroom, Dalia encourages students to take an active part in their learning process, and look beyond their worldviews and personal experiences to gain a better understanding of the world around them.



**Torsten Janson** has his background in Islamic Studies and completed his PhD thesis within the Lund school of Islamology. He subsequently taught on all academic levels in several universities, until he was recruited to set up the current MA program in ME studies at the CMES in 2010. Islamology engages in the study of Middle Eastern societies and human imaginations from critical, anthropological and discourse analytical perspectives. In Torsten's classes, students therefore will explore how religious and political imaginations are constructed, represented and employed in words, images and behavior – whether in everyday life, protest movements, religious mobilization or state authoritarianism.

# Course Resources

The mandatory literature that will be presented in the next few pages, plus selected journal articles provided by course leaders, comprises some approx. 2288 pages.

Please read the detailed reading lists for each lecture and seminar (later in this guide) for the specific chapters you are asked to read before class.

## Course Resources – Chapters in Books

If download links fail, books will be locatable via [LUBSearch](#)

1. Abouelnaga, Shereen (2015) *Reconstructing Gender in Post-Revolution Egypt*. In Maha El Said, Lena Meari and Nicola Pratt (Eds). *Rethinking Gender in Revolutions and Resistance* (pp. 35-58). London: Zed Books (23 pages).  
Available in library
2. Ahmed, Leila. 1992. *Women and Gender in Islam*. New Haven, CT: Yale U Press. pp. 144-168.  
Available in library
3. Arjomand, Said. 2009. *After Khomeini*. Oxford: Oxford U press, pp. 3-35 and pp. 72-89 and pp.172-191.  
[Download here](#)
4. Ayooob, Mohammed. 2008. *The Many Faces of Political Islam*. U of Michigan Press, pp. 1-41 and pp. 64-89 and pp. 131-170  
Available in library
5. Ayubi, Nazih N. 1995. *Overstating the Arab State: Politics and Society in the Middle East*. New York: I.B. Tauris. pp. 86-163 and pp. 196-255.  
Available as pdf on Canvas
6. Bayat, Asef, 2013. "Post-Islamism at Large." In Asef Bayat, ed. *Post-Islamism: The Changing Faces of Political Islam*. New York: Oxford University Press, 2013, 3-44. ISBN: 9780199766079  
[Download here](#)
7. Ben Nefissa, Sarah, et al (eds.) 2005. *NGOs and Governance in the Arab World*. Cairo: American U. in Cairo Press, pp.1-18, pp. 55-100 and pp.361-366.  
Available in library
8. Burgat, Francois. 2012. "Islam and Islamist Politics in the Arab World: Old Theories and New Facts." In Samer Shehata, ed. 2012. *Islamist Politics in the Middle East: Movements and Change*. London: Routledge, 23-38. ISBN: 9780415783620  
[Download here](#)
9. Dawisha, Aheed. 2009. *Arab Nationalism in the Twentieth Century: from triumph to despair*. Princeton University Press, pp. 1-13 and pp. 252-332.  
[Download here](#)
10. Dhillon &Youssef, (eds.) 2009. *Generation in Waiting*. Washington, DC: Brooking Institution Press, pp. 11-38 and pp. 67-94, pp.142-165 & pp. 240-252.  
[Download here](#)

11. El-Husseini, Rola. 2012. *Pax Syriana: Elite Politics in Postwar Lebanon*. Syracuse, NY: Syracuse U Press, pp. 1-22 and 38-85.  
[Download here](#)
12. Hanf, Theodor. 2015. *Coexistence in Wartime Lebanon: Decline of a State and Rise of a Nation*. New York, NY: IB Tauris, pp. 141-178  
Available in library
13. Herb, Michael. 1999. *All in the Family: Absolutism, Revolution, and Democracy in the Middle Eastern Monarchies*. Albany, NY: State University of New York Press, pp. 1-50 and pp. 235-268.  
[Download here](#)
14. Khalidi, Rashid. 2006. *The Iron Cage*. Boston, MA: Beacon Press, pp. 105-218.  
[Download here](#)
15. Khalidi, Rashid. 2013. *Brokers of Deceit*. Boston, MA: Beacon Press, pp. 29-120.  
Available in library
16. Makdisi, Ussama. 2000. *The Culture of Sectarianism*. Berkeley: UC Press. pp.1-14  
Available in library
17. Owen, Roger. 2004. *State, Power and Politics in the Making of the Modern Middle East*. New York: Routledge, pp. 1-22 and pp. 56-72.  
[Download here](#)
18. Richards, Alan & John Waterbury. *A Political Economy of the Middle East: State, Class and Economic Development*. San Francisco: Westview Press, 1990. pp. 289-324 and pp. 353-373.  
Available in library
19. Sassoon, Joseph. 2016. *Anatomy of Authoritarianism in the Arab Republics*. New York, NY: Cambridge U Press, pp. 73-155 and pp. 185-269.  
[Download here](#)
20. Sharabi, Hisham. "The Dialectics of Patriarchy in Arab Society," In *Arab Society: Continuity and Change*, edited by Samih K. Farsoun, 83-104. London: Croom Helm, 1985.  
Available as pdf on Canvas
21. Tepe, Sultan, 2008. "Introduction: Beyond Sacred and Secular: A Comparative Analysis of Religious Politics in Israel and Turkey." In S. Tepe, *Beyond Sacred and Secular Politics of Religion in Israel and Turkey*. Stanford: Stanford University Press, 1-30. ISBN: 9780804758642  
[Download here](#)
22. Traboulsi, Fawwaz, 2007. *A History of Modern Lebanon* (London: Pluto), Part III  
Available in library

## Course Resources – Articles

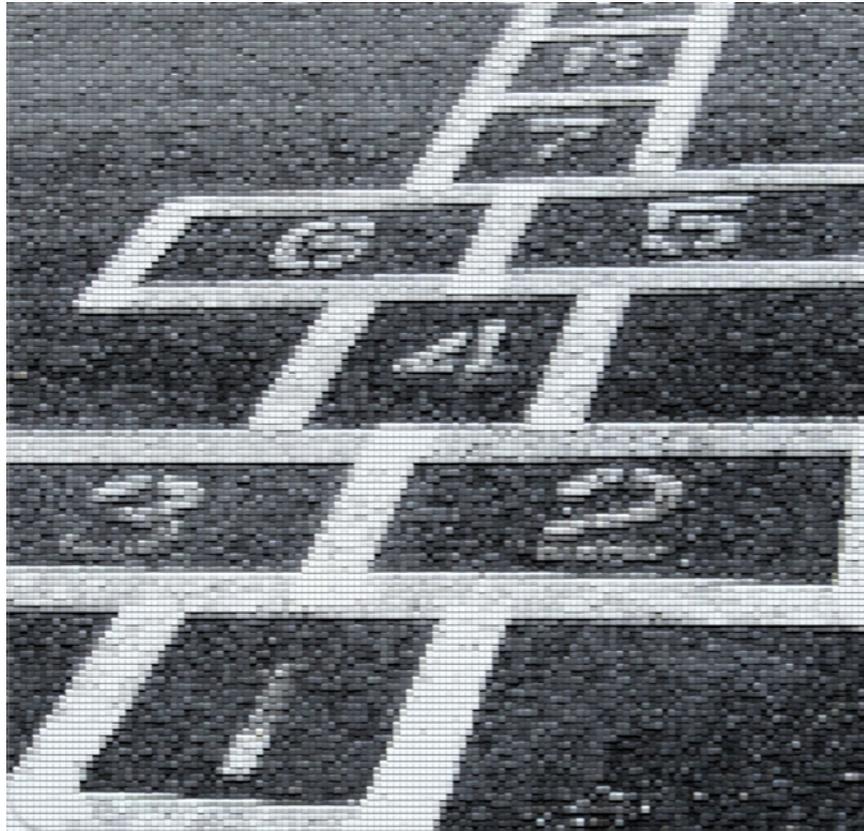
23. Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?" *American Anthropologist*, 104:3, pp.783-790.  
[Download here](#)
24. Abrahamian, Ervand. 2009. "Why the Islamic Republic has Survived." *Middle East Report* 250  
[Download here](#)
25. Ajami, Fouad. 1978. "The End of Pan-Arabism." *Foreign Affairs*, 57:2, pp. 355-373.  
[Download here](#)
26. Al-Anani, Khalil. 2015. "Upended Path: The Rise and Fall of Egypt's Muslim Brotherhood" *The Middle East Journal*, 69:4, pp. 527-543.  
[Download here](#)
27. Al-Anani, Khalil. 2012 "Islamist Parties Post-Arab Spring", *Mediterranean Politics*, 17:3, pp. 466-472.  
[Download here](#)
28. Altan-Olcay, Özlem & Ahmet Icduygu, 2012. "Mapping Civil Society in the Middle East: The Cases of Egypt, Lebanon and Turkey," *British Journal of Middle Eastern Studies* 39:2, pp.157-179.  
[Download here](#)
29. Anderson, Lisa. 1987. "The State in the Middle East and North Africa." *Comparative Politics* 20:1, pp. 1-18.  
[Download here](#)
30. Arjomand, Said. 2002. "The Reform Movement and the Debate on Modernity and Tradition in Contemporary Iran," *International Journal of Middle East Studies*, 34:4, pp. 719-731.  
[Download here](#)
31. Ayubi, Nazih N. 1992. "Withered socialism or whether socialism? The radical Arab states as populist-corporatist regimes." *Third World Quarterly* 13: 1, pp. 89-105.  
[Download here](#)
32. Badran, Margot. 1987. "Islam, Patriarchy, and Feminism in the Middle East". *Trends in History* 4: 1, pp. 49-71.  
Available as pdf on Canvas
33. Barany, Zoltan. 2011. "The Role of the Military," *Journal of Democracy*, 22:4, pp. 24-35.  
[Download here](#)
34. Bayat, Asef (2007). A Women's Non-Movement: What it Means to be a Woman Activist in an Islamic State. *Comparative Studies of South Asia, Africa and the Middle East*, 27 (1):

- 160-172 (12 pages).  
[Download here](#)
35. Beblawi, Hazem. 1987. "The rentier state in the Arab world". *Arab Studies Quarterly* 9:4, pp. 383-398.  
Available as pdf on Canvas
  36. Beinun, Joel. "The Israeli-Palestinian Conflict and the Arab Awakening," *Middle East Report Online*, 2011.  
[Download here](#)
  37. Beinun, Joel & Lisa Hajjar. 2014. "Palestine, Israel and the Arab-Israeli Conflict: A primer" MERIP  
[Download here](#)
  38. Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics*, 36:2, pp. 139-157.  
[Download here](#)
  39. Bellin, Eva, 2012. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring." *Comparative Politics*, 44:2, pp. 127-149.  
[Download here](#)
  40. Bellin, Eva. 2004. "The Iraqi Intervention and Democracy in Comparative Historical Perspective" *Political Science Quarterly* 119:4, pp. 595-608.  
[Download here](#)
  41. Byman, Daniel. 2014. "Sectarianism Afflicts the New Middle East" *Survival*, 56:1, pp. 79-100.  
[Download here](#)
  42. Cavdar, Gamze. 2013. "Islamist 'New Thinking' in Turkey: A Model for Political Learning?" *Political Science Quarterly*, 121:3, pp. 477-497  
[Download here](#)
  43. Charrad, Mounira & Amina Zarrugh. 2014. "Equal or complementary? Women in the new Tunisian Constitution after the Arab Spring" *The Journal of North African Studies* Volume 19: 2, pp. 230-243.  
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  44. Charrad, Mounira. 2011. "Gender in the Middle East: Islam, state, agency." *Annual Review of Sociology* 37, pp.417-437  
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# Course overview



**Table 1** Your course at a glance

TIME	COURSE ACTIVITY
1/9, 15-18	<b>Introduction</b>   Rola El-Husseini
3/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini State-Building and the End of Empire
4/9, 14-15	<b>Workshop</b>   Maja Carlson Finding and using literature – Introduction to library services
8/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini Varieties of States
10/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini Arab Nationalism
15/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The Arab Israeli Conflict
17/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The Arab-Israeli Conflict II
22/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The Lebanese Civil War
24/9, 15-18	<b>Lecture/Seminar</b>   Torsten Janson The Rise of Political Islam
29/9, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The Robustness of Authoritarianism
1/10, 10-11 & 15-18	<b>Workshop</b>   Maja Carlson Finding literature and managing references-workshop <b>Lecture/Seminar</b>   Rola El-Husseini Rentierism and the Regional Economy

**NB. Regularly check the course lesson plan in Live@Lund for potential schedule alterations and to locate relevant classrooms**

**Table 2** Your course at a glance (cont'd)

TIME	COURSE ACTIVITY
6/10, 15-18	<b>Lecture/Seminar</b>   Torsten Janson Iran and the Islamic Republic
8/10, 15-18	<b>Lecture/Seminar</b>   Torsten Janson The Turkish Republic
13/10, 15-18	<b>Lecture/Seminar</b>   Torsten Janson Civil Society and Democratisation
15/10, 15-18	<b>Lecture/Seminar</b>   Dalia Abdelhady Gender and Social Change in the Middle East
20/10, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The US Invasion of Iraq
22/10, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini Arab Youth and Unemployment
26/10, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The Arab Uprisings
28/10, 15-18	<b>Lecture/Seminar</b>   Rola El-Husseini The Syrian War and Sectarianism
1/11, 17.30-18.00	<b>Deadline: Hand in</b>

**NB. Regularly check the course lesson plan in Live@Lund  
for potential schedule alterations and to locate relevant classrooms**

# Teaching and Reading Schedule

## Introduction to the Course

(lecture) | *Teacher:* Rola El-Husseini

This lecture will explain the origins of the concept of “Middle East” and will introduce the students to the Middle East as an ethnically and religiously heterogeneous region. The different ethnic and religious groups that inhabit the region will be briefly discussed.

## State-Building and the End of Empire

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will discuss the dismantlement of the Ottoman Empire and the emergence of new states in the region under British and French mandates.

### Primary reading

Owen, Roger. 2004. pp. 1-22 and pp. 56-72.

Anderson, Lisa. 1987.

## Finding and using literature – Introduction to library services

(workshop) | *Teacher:* Maja Carlson

This session introduces the Social Sciences Faculty Library and its resources. Learn about the library services and support available at Lund University – loans, e-resources, study environments and the online subject guide for your program.

An introduction specifically aimed at those of you who are new students at Lund University, and a good opportunity to ask questions!

Contact: Maja Carlson, [maja.carlson@sambib.lu.se](mailto:maja.carlson@sambib.lu.se)

## Varieties of States

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will discuss the types of states that have emerged in the Middle East after colonialism, the types and origins of their political legitimacy.

### Primary reading

Alan Richards, and John Waterbury. 1990. pp. 289-324 and pp. 353-373.

Herb, Michael. 1999. pp. 1-50 and pp. 235-268.

Ayubi, Nazih N. 1995. pp. 86-163 and pp. 196-255.

## Arab Nationalism

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will discuss the significant nationalist currents in the Arab world, and will explain what Arab nationalism is and how it emerged in Egypt, Iraq and Syria. It will also discuss the failure of these movements and how they failed to unite the Arab world.

### Primary reading

Devlin, John F. 1991.

Dawisha, Aheed. 2009. pp. 1-13 and pp. 252-332.

Khalidi, Rashid. 1991.

Ayubi, Nazih N. 1992.

Ajami, Fouad. 1978.

## The Arab-Israeli Conflict

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will look at the controversies surrounding the creation of the state of Israel, the impact Arab defeats by Israel had on these states' legitimacy and will examine the long term ideological and political effects of these wars on the region.

### Primary reading

Rynhold, Jonathan. 2008.

Farsakh, Leila. 2005.

Khalidi, Rashid. 2006.

Beinin, Joel & Lisa Hajjar. 2014.

## The Arab-Israeli Conflict II

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will examine the peace process that was started in the early 1990s between the Israelis and the Palestinians and will discuss the reasons for its failures. The lecture will also ponder the way forward and possibilities for the future (two-state vs. binational state solutions) that have been debated by Israeli and Palestinian activists and academics.

### Primary reading

Farsakh, Leila. 2011.

Witkin, Nathan. 2011.

Khalidi, Rashid. 2013 , pp. 29-120.

Beinin, Joel. 2011.

## The Lebanese Civil War

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will discuss the Lebanese civil war and will explain how it was a precursor of other conflicts in the region. The lecture will attempt to draw lessons for the region from this war.

### Primary reading

Hanf, Theodor. 2015. , pp. 141-178.

Traboulsi, Fawwaz. 2011. Part III

Haugbølle, Sune. 2011

Makdisi, Ussama. 2017.

El-Husseini, Rola. 2012. pp. 1-22 and 38-85.

### Secondary reading

Makdisi, Ussama. 2000. pp.1-14

## The Rise of Political Islam

(lecture/seminar) | *Teacher:* Torsten Janson

This class is devoted to a discussion of the complex relation of 'religion' and 'politics' in the case of Islamism(s). We will explore such questions theoretically, historically as well as empirically. Key questions are: What has been the function of religious discourse in political movements and ideologies in the Middle East – and what changes has occurred during past decades? What theological interpretations and politico-socio-economic agenda(s) have informed such developments? How has Islamism tended to be imagined in Euro-American social and political debate in a post 9.11 setting – and with what effects?

### **Primary reading**

Bayat, Asef, 2013.

Burgat, Francois. 2012.

Hirschkind, Charles. 1997.

### **Secondary reading**

Clark, Janine. 2004.

El-Ghobashy, Mona. 2005.

Cavdar, Gamze. 2013.

Sen, Mustafa. 2010.

El-Husseini, Rola. 2010.

Al-Anani, Khalil. 2012 & 2015.

Tamir, Moustafa. 2000.

Tuğal, Cihan Z. 2006.

## **The Robustness of Authoritarianism in the Arab World**

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will explain what authoritarianism is, and how it functions in the Middle East. Then it will overview the different explanations for the prevalence of authoritarianism in the Arab world before attempting to describe why the legitimacy of some states began to break down by the beginning of this decade.

### **Primary reading**

Heydemann, Steven. 2007.

Bellin, Eva. 2004 & 2012.

### **Secondary reading**

Hinnebusch, Raymond. 2006.

King, Stephen J. 2007.

Posusney, Marsha Pripstein. 2004.

## **Finding literature and managing references-workshop**

(workshop) | *Teacher:* Maja Carlson

Workshop with focus on support for the final paper (or other assignment, such as writing a literature review) of the first semester. How to create smart searches by using library databases and briefly on evaluation of results. Introduction to reference management shortcuts and the software RefWorks. Feel free to send in questions before the session, regarding referencing or searching for literature!

Sign up for one of the two workshops if you wish to attend – see details on Canvas!

Contact: Maja Carlson, [maja.carlson@sambib.lu.se](mailto:maja.carlson@sambib.lu.se)

Dates: October 1, 10.15-11 a.m or October 6, 2.15-3 p.m

## Rentierism and the Regional Economy

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will define rentierism and explain how oil has shaped Middle Eastern states' relations with their populations. It will examine the key weakness of their economies and the major obstacles to economic reform. It will also discuss the major link between economy and political legitimacy, and how the oil economy has affected the region.

### Primary reading

Beblawi, Hazem. 1987.

Yamada, Makio & Hertog, Steffen. 2020

Hertog. 2020.

Yamada. 2020.

## Iran and the Islamic Republic

(lecture/seminar) | *Teacher:* Torsten Janson

The Islamic Revolution of Iran (1978-79) was a decisive moment in the political trajectories of the Middle East during the 20th century, with repercussions for international relations, geopolitics, security, as well as religious identity politics. This class will be devoted to understanding the dynamics (and contradictions) of the revolution and its rapid transformation into religious authoritarianism. What were the driving causes? How was religious imaginations and ritual formulae orchestrated politically? What were the effects for Iranian society (in various regions and among various segments of the population) of the establishment of the Islamic Republic? And what are some of the current trajectories?

### Primary reading

Roy, Olivier. 1999.

Arjomand, Said. 2002.

Arjomand, Said. 2009. pp. 3-35, pp. 72-89 & pp.172-191.

Abrahamian, Ervand. 2009.

### Secondary reading

Kurzman, Charles. 1996.

Parsa, Midagh. 2011.

## The Turkish Republic

(lecture/seminar) | *Teacher:* Torsten Janson

Turkey has gone through drastic processes of transformation during the past century. Founded as a secular republic in 1923, the young nation formulated a modernist, national identity of Kemalism as a break with its Ottoman/Islamic past. Since the 1990s, however, Turkish state politics has gradually reevaluated its Ottoman/Islamic legacy, and particularly so under the auspices of the current AKP government. In this class, we will look closer at such tendencies, by paying attention not only to formal state politics, but how they are orchestrated in (invented) political/religious rituals and cultural processes, complicating notions such as secular/religious, traditional/modern, and nationalism/islamism.

### Primary reading

Çınar, Alev 2001.

Janson, Torsten & Neşe Kınıkoğlu (forthcoming)

Tepe, Sultan, 2008.

## Civil Society and Democratisation

(lecture/seminar) | *Teacher:* Torsten Janson

The notion of a 'civil society' has been a key concept in European political and philosophical thought since Antiquity. Such discussions have revolved around the question of how citizens of a state (and/or community) can and should engage in political affairs – or oppose to them. In this class we will discuss various formulations of this problem as well the various empirical forms civil society based social/political commitment has taken in the Middle East during the past decade. What are the current organizational forms of civil society? What is the role, predicaments and trajectories for current protest movements and activism?

### Primary reading

Ben Nefissa, Sarah, et al (eds.) 2005. pp.1-18, pp. 55-100 and pp.361-366.

Altan-Olcay, Özlem & Ahmet Icduygu, 2012.

Langohr, Vickie. 2004.

Wiktorowicz, Quintan. 2000.

## Gender and Social Change in the Middle East

(lecture/seminar) | *Teacher:* Dalia Abdelhady

The class introduces some concepts key in the analysis of gender in society in general and discusses their relevance to understanding social dynamics in the Middle East. We will pay special attention to the role of gender in understanding social and political change in the Middle East by discussing concepts such as bargaining, rights, and non-movement. We will also discuss some of the pitfalls of studying gender in the Middle East and the role of social science research in the process.

### Primary reading

Kandiyoti, Deniz (1988).

Hatem, Mervat (2005).

Bayat, Asef (2007).

Lughod, Lila Abu (2010).

Le Renard, Amelie (2013).

Abouelnaga, Shereen (2015).

## The US Invasion of Iraq

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will discuss the legality of the US invasion of Iraq and the mistakes committed by the American forces. The lecture will examine the repercussions of the war on Iraq and the region, especially the rise of sectarianism and the appearance of the Islamic State in Iraq and Syria (ISIS).

### Primary reading

Bellin, Eva. 2004.

Dawisha, Adeed. 2008.

Romano, David. 2014.

Enterline, Andrew and J. Michael Greig, 2008.

### Secondary reading

Sassoon, Joseph. 2016. pp. 73-155 and pp. 185-269.

Rasul al-Sheikh, Safa & Emma Sky. 2011.

## Arab Youth and Unemployment

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will discuss the “youth bulge” in the region, the low quality of education, the increasing unemployment rates in addition to migration to the Arab Gulf countries and to Europe. The lecture will then examine the social and political repercussions of this issue.

### Primary reading

Dhillon & Youssef (eds.) 2009. pp. 11-38; 67-94; 142-165; 240-252.

Thompson, Marc C. 2020.

## The Arab Uprisings

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will examine the nature of these popular uprisings, their causes, the groups driving the change and the types of governments that emerged afterward. The lecture will also discuss why the revolutions took place in some countries while other seemed immune to protests, and why some revolutions were met with violence while others were not.

### Primary reading

Heydemann, Steven. 2016.

Roy, Olivier. 2012.

Yom, Sean & F. Gregory Gause. 2012.

Schwedler, Jillian. 2013.

Stepan & Linz. 2013.

### Secondary reading

Reynolds, Andrew et al. 2013.

Masoud, Tarek. 2011.

Barany, Zoltan. 2011.

Salloukh, Bassel. 2013.

## The Syrian War and Sectarianism

(lecture/seminar) | *Teacher:* Rola El-Husseini

The lecture will attempt to define the concept of sectarianism and discuss how the instrumentalization of sectarianism has shaped the civil war and generated more sectarian exclusivist governance in both regime and opposition controlled areas.

### Primary reading

Byman, Daniel. 2014.

Phillips, Christopher. 2015.

Gause, F. Gregory. 2014.

## Hand in

(final paper)

*Guidelines: Summary of Research Paper Writing Guide*

Below is a basic summary of the outline for any research paper and a description of what should be found in each section. Please consult this guide, along with your class notes and readings for the course, as you write the various instalments of your paper. The paper should be 5000 words. You need not follow this guideline religiously but you do need to address the tenor of the guidelines.

### SUMMARY OF SECTIONS

1. Introduction. (maximum 2 pages) An introduction includes your thesis and introduces the reader to your research paper. This part should be concise and compelling, not wordy and flat.
2. Literature Review. (2-3 pages) A literature review presents to the reader the most important scholarly answers to date to your general research question and provides a rationale for your own paper.
3. Hypothesis/argument. (1 page) The ideas developed in this section follow directly from the Literature Review. A hypothesis/argument is a tentative statement that proposes a possible explanation to some phenomenon or event. Usually, it is based on some previous observation. A useful hypothesis is a testable statement which may include a prediction. It should not be confused with a theory. Theories are general explanations based on a large amount of data.
4. Research Design and Methodology. (-2 pages) In this section, you explain exactly how you are going to conduct your research and why your research strategy will help you answer your question as accurately as possible. Here, you will address your sources and why you chose them.
5. Data Analysis and Argument. (bulk of the paper) In this section, you evaluate your thesis and make your argument. This is the “meat” of the paper, what you are used to spending most of your time on. It is also good to debunk other arguments that you do not support (hence, the importance of a good literature review as your starting point).
6. Conclusion. (-1 page) What can you conclude from all your work? What did you learn? What are the implications of your findings on the larger concerns of the course and research topic? What additional questions does your paper raise?