

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMP46

Middle Eastern Studies:
Theory and Society

Version 1.0 – January 2022

GRADUATE SCHOOL PROFILE COURSES

SPRING 2022



1. WELCOME

SIMP46 MIDDLE EASTERN STUDIES: THEORY AND SOCIETY

Contact info

Graduate School

e-mail: master@sam.lu.se

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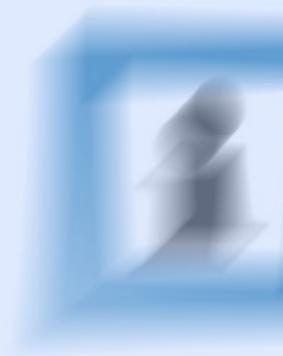
Student Union

Home page: samvetet.org

Lund University

Home page: <http://lunduniversity.lu.se>

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



Welcome to the Spring term's course

Middle Eastern Studies: Theory and Society.

The aim of the course is to examine the utility of theoretical concepts, perspectives and approaches to the understanding of lived experiences in Middle Eastern societies. The student will examine a broad range of theoretical traditions and their application to studying the region. In addition to examining a series of theoretical perspectives, the student will also examine how Middle Eastern Studies, as a form of area studies, can contribute to disciplinary approaches and theoretical frameworks within the social sciences. The course will cover prominent empirical analyses into major themes such as social organization, inequalities, cultural narratives, and globalization. In doing so, the course stimulates reflections on how theory informs different research questions and methodological approaches and how evidence-based reasoning differs from common-sense approaches.

Formal learning outcomes for the course

On completion of the course, the student shall:

Knowledge and Understanding

- Define key analytical tools within different and multidisciplinary theoretical perspectives.
- Describe the relevance of key theoretical concepts to the contemporary Middle East.

Competence and skills

- Compare and contrast the different theoretical perspectives.
- Analyze different social phenomena in the contemporary Middle East using key concepts discussed in the course.
- Formulate critical research questions pertaining to the contemporary Middle East.

Judgement and approach

- Critically assess theoretical paradigms and their utility for understanding social change in the Middle East.
- Critically evaluate the applicability of theories and concepts to the study of the contemporary Middle East.

Assessment

Overview

The assessment is based on assignments and is divided as follows:

- Three take-home assignments: 10% each
- Group work - workshop participation: 20%
- Group work - leading a discussion: 10%
- Final Paper: 40%

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:

- A = 92-100% of the total points
- B = 84-91% of the total points
- C = 76-83% of the total points
- D = 68-75% of the total points
- E = 60-67% of the total points
- U = 0-59% of the total points

All assessed assignments are graded and their combined grades determine the grade for the whole course. 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.

Non-attendance at lectures and seminars

All seminars are mandatory parts of the course.

A Note on Writing

In this course, you are asked to write to show that you are thinking and learning about social theory and its utility for understanding the Middle East. Your writing should convey your understanding of the theories and ability to engage with the ideas intellectually. Through the different writing assignments, you are expected to enter into a conversation with the theorists about different topics of contemporary relevance to the Middle East. In order to write effectively, you need to clarify your ideas, organize your thoughts, ask questions, identify confusions, build a logical argument and draw conclusions. Simplicity is a key ingredient and will be rewarded!

Absence from a Class Meeting

In this course, we will follow a flipped classroom approach, which means that you will have access to the readings and recorded lectures before coming to the classroom. You are expected to follow the readings and lectures on your own, and show up to class where you will have the opportunity to receive clarifications and discuss the material. Class meetings will also involve reflecting on the material and applying it to the empirical study of the Middle East. As a result, attendance in **ALL** class meetings is required. In case of absence, please submit a three-page paper reflecting on the material for that day and applying to empirical case studies from the region. These papers are due three days after the material is discussed in class.

A Note on Reading

Students are also expected to gain skills in reading, analyzing and critiquing social theory and its various applications to contemporary phenomena. Readings are required before the date assigned on the course guide and students are expected to think about the readings analytically. The ideas are sometimes complex. You may need to read them (or at least sections) more than once to understand the concepts and arguments presented. Take notes while reading and bring questions and comments to class. Bring your readings to class for reference. Class meetings will be organized around lectures and discussions, with questions, comments and debates encouraged during all class meetings. If there is something you do not understand, ask about it then – do not wait until later. You will also find it helpful to read over the text and your notes after each class.

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 academic 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. Please see appendix I in this guide for more information.

Your teachers

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.



Dalia Abdelhady
(course coordinator)

dalia.abdelhady@cme.lu.se

Rola El-Husseini 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.



Rola El-Husseini

rola.el-husseini_dean@svet.lu.se

COURSE RESOURCES

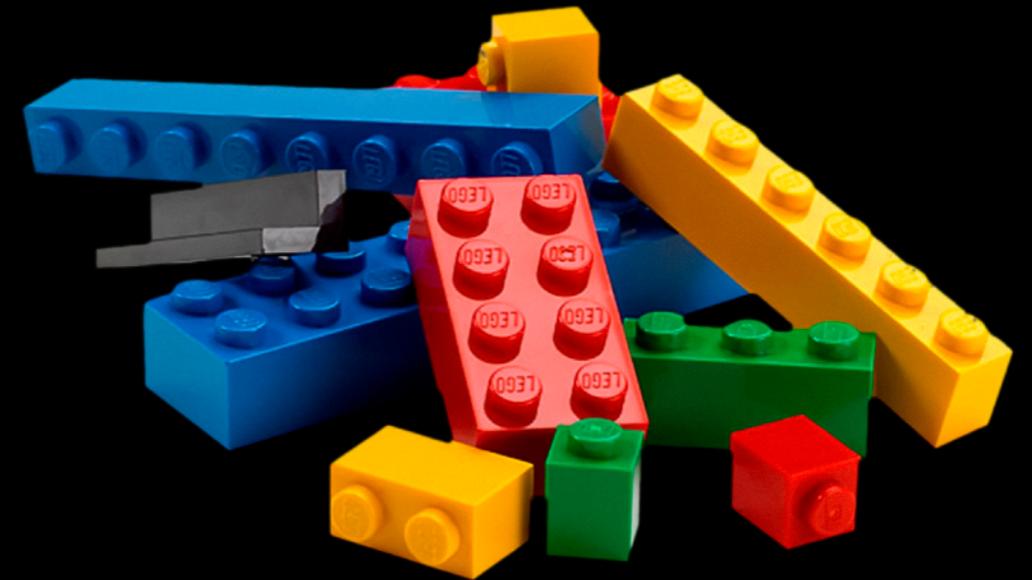
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

If download links fail, books and articles will be locatable via LUBSearch.

Some readings will also be made available digitally on Canvas.

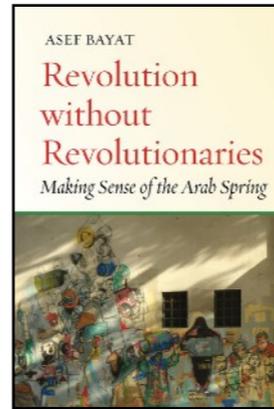
About the resources

The list of books may look daunting – just be aware that you will not be required to read all of the books, only sections of some of them.



Bayat, Asef (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford University Press.

From the blurb: The revolutionary wave that swept the Middle East in 2011 was marked by spectacular mobilization, spreading within and between countries with extraordinary speed. Several years on, however, it has caused limited shifts in structures of power, leaving much of the old political and social order intact. In this book, noted author Asef Bayat—whose *Life as Politics* anticipated the Arab Spring—uncovers why this occurred, and what made these uprisings so distinct from those that came before. / *Revolution without Revolutionaries* is both a history of the Arab Spring and a history of revolution writ broadly. Setting the 2011 uprisings side by side with the revolutions of the 1970s, particularly the Iranian Revolution, Bayat reveals a profound global shift in the nature of protest: as acceptance of neoliberal policy has spread, radical revolutionary impulses have diminished. Protestors call for reform rather than fundamental transformation. By tracing the contours and illuminating the meaning of the 2011 uprisings, Bayat gives us the book needed to explain and understand our post-Arab Spring world.



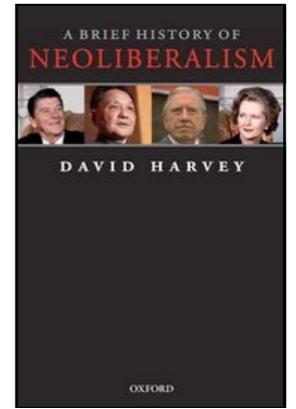
312 pages

ISBN 9781503602588

[Publisher info](#)

Harvey, David. 2007. *A Brief History of Neoliberalism*. (Oxford University Press: Oxford)

From the blurb: While Thatcher and Reagan are often cited as primary authors of this neoliberal turn, Harvey shows how a complex of forces, from Chile to China and from New York City to Mexico City, have also played their part. In addition he explores the continuities and contrasts between neoliberalism of the Clinton sort and the recent turn towards neoconservative imperialism of George W. Bush. Finally, through critical engagement with this history, Harvey constructs a framework not only for analysing the political and economic dangers that now surround us, but also for assessing the prospects for the more socially just alternatives being advocated by many oppositional movements.



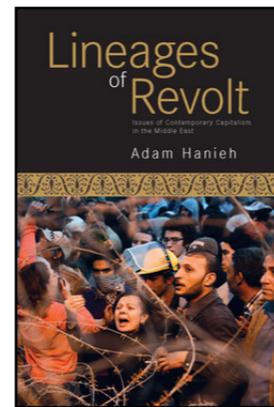
pp. 5-38; (33 pages)

ISBN 978-0199283279

[Publisher info](#)

Hanieh, Adam. (2013). *Lineages of Revolt: Issues of Contemporary Capitalism in the Middle East* (Haymarket Books: Chicago).

From the blurb: In this illuminating and original work, Adam Hanieh demonstrates that the Arab Spring rebellions are about much more than democracy / While the outcomes of the tumultuous uprisings that continue to transfix the Arab world remain uncertain, the root causes of rebellion persist. Drawing upon extensive empirical research, *Lineages of Revolt* tracks the major shifts in the region's political economy over recent decades. In this illuminating and original work, Adam Hanieh explores the contours of neoliberal policies, dynamics of class and state formation, imperialism and the nature of regional accumulation, the significance of Palestine and the Gulf Arab states, and the ramifications of the global economic crisis. By mapping the complex and contested nature of capitalism in the Middle East, the book demonstrates that a full understanding of the uprisings needs to go beyond a simple focus on dictators and democracy.”



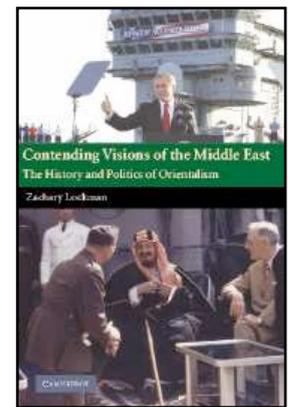
Chapters 1-3 (170 pages)

ISBN 978-1608463251

[Publisher info](#)

Lockman, Z. (2004). *Contending Visions of the Middle East: The History and Politics of Orientalism*. (Cambridge University Press: Cambridge)

From the blurb: Zachary Lockman's book offers a broad survey of the development of Western knowledge about Islam and the Middle East. Beginning with ancient Greek and Roman conceptions of the world, the book goes on to discuss European ideas about Islam from its emergence in the seventh century, with particular attention to the age of European imperialism, the era of deepening American involvement in this region, and the aftermath of the 9/11 terrorist attacks.



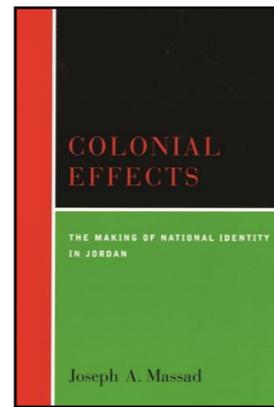
pp. 66-98 (32 pages)

ISBN 9780511606786

[Publisher info](#)

Massad, Joseph. (2001). *Colonial Effects: The Making of National Identity in Jordan* (University of Columbia Press: New York).

From the blurb: At a time of grave ethical failure in global security affairs, this is the first book to bring together emerging theoretical debates on ethics and ethical reasoning within security studies. / In this volume, working from a diverse range of perspectives—poststructuralism, liberalism, feminism, just war, securitization, and critical theory—leading scholars in the field of security studies consider the potential for ethical visions of security, and lay the ground for a new field: "ethical security studies".



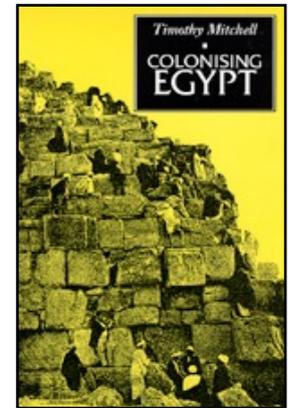
pp: 222-275 (53 pages)

ISBN 978-0231123235

[Publisher info](#)

Mitchell, T. (1991). *Colonising Egypt*. (University of California Press: Berkeley)

From the blurb: Extending deconstructive theory to historical and political analysis, Timothy Mitchell examines the peculiarity of Western conceptions of order and truth through a re-reading of Europe's colonial encounter with nineteenth-century Egypt.



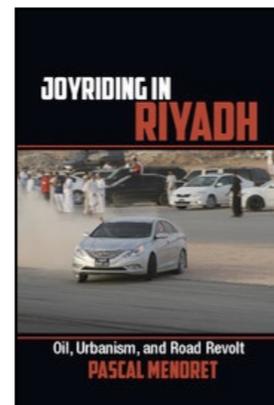
239 pages

ISBN 978-0520075689

[Publisher info](#)

Menoret, P. (2014). *Joyriding in Riyadh: Oil, Urbanism, and Road Revolt*. (Cambridge University Press: Cambridge)

From the blurb: Why do young Saudis, night after night, joyride and skid cars on Riyadh's avenues? Who are these 'drifters' who defy public order and private property? What drives their revolt? Based on four years of fieldwork in Riyadh, Pascal Menoret's *Joyriding in Riyadh* explores the social fabric of the city and connects it to Saudi Arabia's recent history. Car drifting emerged after Riyadh was planned, and oil became the main driver of the economy. For young rural migrants, it was a way to reclaim alienating and threatening urban spaces. For the Saudi state, it jeopardized its most basic operations: managing public spaces and enforcing law and order. A police crackdown soon targeted car drifting, feeding a nation-wide moral panic led by religious activists who framed youth culture as a public issue. This book retraces the politicization of Riyadh youth and shows that, far from being a marginal event, car drifting is embedded in the country's social violence and economic inequality.



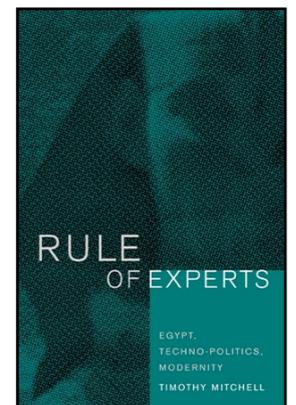
pp. 61-101 (40 pages)

ISBN 978-1107641952

[Publisher info](#)

Mitchell, T. (2002). *Rules of Experts: Egypt: Techno-Politics, Modernity* (Berkeley)

From the blurb: Can one explain the power of global capitalism without attributing to capital a logic and coherence it does not have? Can one account for the powers of techno-science in terms that do not merely reproduce its own understanding of the world? / *Rule of Experts* examines these questions through a series of interrelated essays focused on Egypt in the twentieth century.



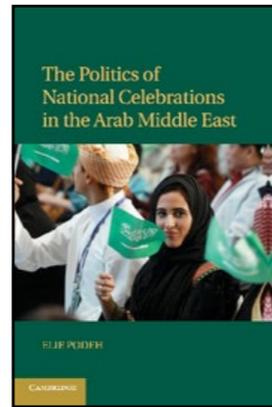
pp. 273-303 (30 pages)

ISBN 978-0520232624

[Publisher info](#)

Podeh, E. (2011). *The politics of national celebrations in the Arab Middle East*. (Cambridge University Press)

From the blurb: Why do countries celebrate defining religious moments or significant events in their history, and how and why do their leaders select certain events for commemoration and not others? This book is the first systematic study of the role of celebrations and public holidays in the Arab Middle East from the fall of the Ottoman Empire to the present. By tracing the history of the modern nation-state through successive generations, the book shows how Arab rulers have used public holidays as a means of establishing their legitimacy and, more broadly, a sense of national identity. Most recently, some states have attempted to nationalize religious festivals in the face of the Islamic revival. With its many illustrations and copious examples from across the region, the book offers an alternative perspective on the history and politics of the Middle East.



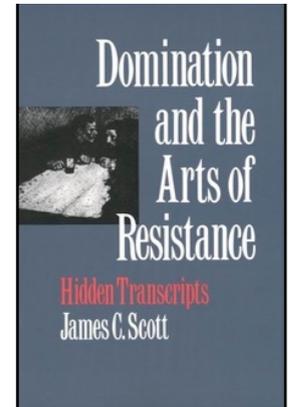
Introduction plus one chapter of your choice.
(63 pages).

ISBN 1107001080

[Publisher info](#)

Scott, J. C. (1992). *Domination and the arts of resistance: hidden transcripts*. (Yale University Press: New Haven)

From the blurb: Confrontations between the powerless and powerful are laden with deception—the powerless feign deference and the powerful subtly assert their mastery. Peasants, serfs, untouchables, slaves, laborers, and prisoners are not free to speak their minds in the presence of power. These subordinate groups instead create a secret discourse that represents a critique of power spoken behind the backs of the dominant. At the same time, the powerful also develop a private dialogue about practices and goals of their rule that cannot be openly avowed. In this book, renowned social scientist James C. Scott offers a penetrating discussion both of the public roles played by the powerful and powerless and the mocking, vengeful tone they display off stage—what he terms their public and hidden transcripts. Using examples from the literature, history, and politics of cultures around the world, Scott examines the many guises this interaction has taken throughout history and the tensions and contradictions it reflects.



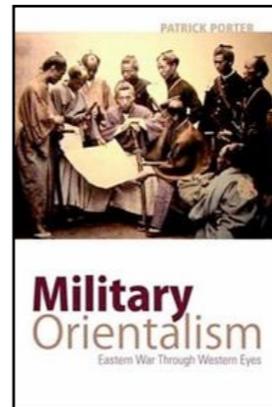
1-28; (28 pages)

ISBN 0300047053

[Publisher info](#)

Porter, P. (2013). *Military orientalism: Eastern war through Western eyes*. (Oxford University Press)

From the blurb: *Military Orientalism* argues that viewing culture as a script that dictates warfare is wrong, and that our obsession with the exotic can make it harder, not easier, to know the enemy. Culture is powerful, but it is an ambiguous repertoire of ideas rather than a clear code for action. To divide the world into western, Asiatic or Islamic ways of war is a delusion, one whose profound impact affects contemporary war and above all the War on Terror. Porter's fascinating book explains why the "Oriental" warrior inspires fear, envy and wonder and how this has shaped the way Western armies fight.



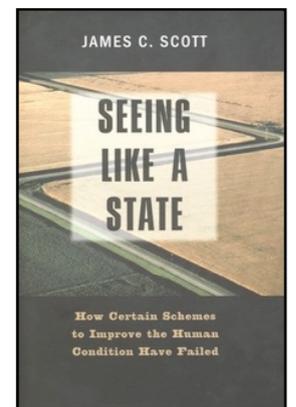
pp. 171-190 (20 pages)

ISBN 978-0-19-933342-4

[Publisher info](#)

Scott, J. C. (1998). *Seeing like a state: how certain schemes to improve the human condition have failed*. (Yale University Press: New Haven)

From the blurb: Compulsory *ujamaa* villages in Tanzania, collectivization in Russia, Le Corbusier's urban planning theory realized in Brasilia, the Great Leap Forward in China, agricultural "modernization" in the Tropics—the twentieth century has been racked by grand utopian schemes that have inadvertently brought death and disruption to millions. Why do well-intentioned plans for improving the human condition go tragically awry? / In this wide-ranging and original book, James C. Scott analyzes failed cases of large-scale authoritarian plans in a variety of fields. Centrally managed social plans misfire, Scott argues, when they impose schematic visions that do violence to complex interdependencies that are not—and cannot—be fully understood. Further, the success of designs for social organization depends upon the recognition that local, practical knowledge is as important as formal, epistemic knowledge.



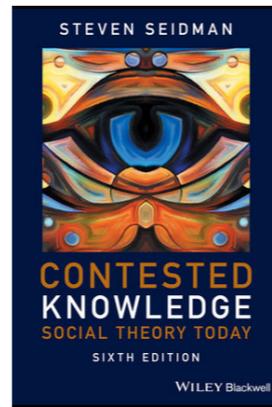
Parts 1&2 (180 pages); or
53-83 (30 pages)

ISBN 0300070160

[Publisher info](#)

Seidman, S. (2016). *Contested knowledge: social theory today*. (Sixth edition). (Wiley-Blackwell: Malden)

From the blurb: In the sixth edition of *Contested Knowledge*, social theorist Steven Seidman presents the latest topics in social theory and addresses the current shift of 'universalist theorists' to networks of clustered debates. Responds to current issues, debates, and new social movements
Reviews sociological theory from a contemporary perspective
Reveals how the universal theorist and the era of rival schools has been replaced by networks of clustered debates that are relatively 'autonomous' and interdisciplinary / Features updates and in-depth discussions of the newest clustered debates in social theory—intimacy, postcolonial nationalism, and the concept of 'the other' / Challenges social scientists to renew their commitment to the important moral and political role social knowledge plays in public life.



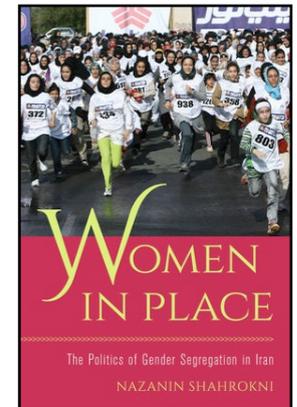
350 pages

ISBN 9781119167587

[Publisher info](#)

Shahrokni, Nazanin. (2019). *Women in Place: The Politics of Gender Segregation in Iran*. (University of California Press: Berkeley)

From the blurb: While much has been written about the impact of the 1979 Islamic revolution on life in Iran, discussions about the everyday life of Iranian women have been glaringly missing. *Women in Place* offers a gripping inquiry into gender segregation policies and women's rights in contemporary Iran. Author Nazanin Shahrokni takes us onto gender-segregated buses, inside a women-only park, and outside the closed doors of stadiums where women are banned from attending men's soccer matches. The Islamic character of the state, she demonstrates, has had to coexist, fuse, and compete with technocratic imperatives, pragmatic considerations regarding the viability of the state, international influences, and global trends. Through a retelling of the past four decades of state policy regulating gender boundaries, *Women in Place* challenges notions of the Iranian state as overly unitary, ideological, and isolated from social forces and pushes us to contemplate the changing place of women in a social order shaped by capitalism, state-sanctioned Islamism, and debates about women's rights.



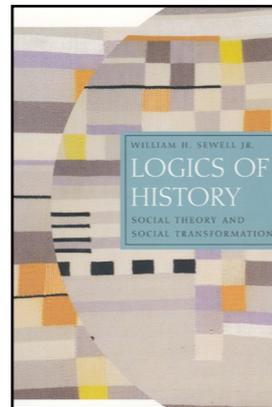
168 pages

ISBN 978-0520304277

[Publisher info](#)

Sewell, W. H. (2005). *Logics of history: social theory and social transformation*. (University of Chicago Press: Chicago).

From the blurb: While social scientists and historians have been exchanging ideas for a long time, they have never developed a proper dialogue about social theory. William H. Sewell Jr. observes that on questions of theory the communication has been mostly one way: from social science to history. *Logics of History* argues that both history and the social sciences have something crucial to offer each other. While historians do not think of themselves as theorists, they know something social scientists do not: how to think about the temporalities of social life. On the other hand, while social scientists' treatments of temporality are usually clumsy, their theoretical sophistication and penchant for structural accounts of social life could offer much to historians.



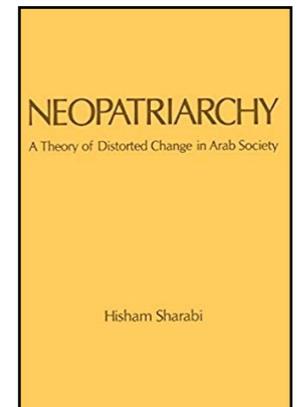
1-20; 124-150; 152-174 (70 pages)

ISBN 0226749177

[Publisher info](#)

Sharabi, H. (1998). *Neopatriarchy: a theory of distorted change in Arab society*. (Oxford University Press: Oxford)

From the blurb: Sharabi argues that the historical patriarchal authority structure of the Middle East has not succumbed to modernization and disappeared or even been fundamentally revised. Instead it lives on as neopatriarchy: an inherited patriarchal authority which manifests itself at the level of the state and the family in the form of modernity, while retaining the essence of patriarchy in family, clan, and religion.



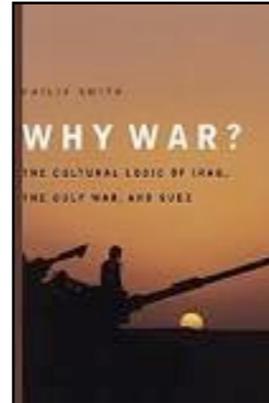
238 Pages

ISBN 9781138912328

[Publisher info](#)

Smith, Philip. (2005). *Why War? The Cultural Logic of Iraq, the Gulf War and Suez* (University of Chicago Press: Chicago)

From the blurb: Why did America invade Iraq? Why do nations choose to fight certain wars and not others? How do we bring ourselves to believe that the sacrifice of our troops is acceptable? For most, the answers to these questions are tied to struggles for power or resources and the machinations of particular interest groups. Philip Smith argues that this realist answer to the age-old "why war?" question is insufficient. Instead, Smith suggests that every war has its roots in the ways we tell and interpret stories.



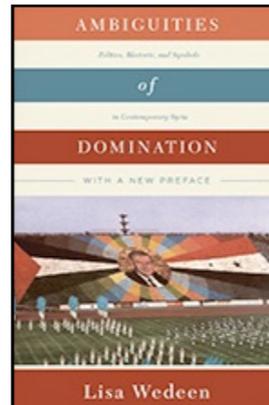
pp.3-55 (52 pages)

ISBN 978145-9627581

[Publisher info](#)

Wedeen, Lisa. 1999. *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*

From the blurb: Treating rhetoric and symbols as central rather than peripheral to politics, Lisa Wedeen's groundbreaking book offers a compelling counterargument to those who insist that politics is primarily about material interests and the groups advocating for them. During the thirty-year rule of President Hafiz al-Asad's regime, his image was everywhere. In newspapers, on television, and during orchestrated spectacles. Asad was praised as the "father," the "gallant knight," even the country's "premier pharmacist." Yet most Syrians, including those who create the official rhetoric, did not believe its claims. Why would a regime spend scarce resources on a personality cult whose content is patently spurious? / Wedeen shows how such flagrantly fictitious claims were able to produce a politics of public dissimulation in which citizens acted as if they revered the leader. By inundating daily life with tired symbolism, the regime exercised a subtle, yet effective form of power. The cult worked to enforce obedience, induce complicity, isolate Syrians from one another, and set guidelines for public speech and behavior.



pp. 87-132 (45 pages)

ISBN 978-0226877884

[Publisher info](#)

Course Resources – Articles & Book Chapters

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

1. Abu Lughod, Lila. 1989. 'Zones of Theory in the Anthropology of the Arab World', *Annual Review of Anthropology*, 18: 267-306 (40 pages).
Download here
2. Abu Lughod, Lila. 1990. 'The Romance of Resistance: Tracing Transformations of Power through Bedouin Women', *American Ethnologist*, 17: 41-55 (15 pages).
Download here
3. Achilov, Dilshod. 2015. 'Social Capital, Islam and the Arab Spring in the Middle East', *Journal of Civil Society*, 9: 268-286 (18 pages)
Download here
4. Anderson, Lisa. 2006. 'Searching Where the Light Shines: Studying Democratization in the Middle East', *Annual Review of Political Science*, 9: 189-214 (25 pages).
Download here
5. Anderson, Lisa. 2016. 'Afterword: Middle East Studies for the New Millennium: Infrastructures of Knowledge.' In Seteney Shami and Cynthia Miller Idriss (eds.), *Middle East Studies for the New Millennium: Infrastructures of Knowledge* (New York University Press: New York). ISBN: 978-1479827787; 432-446 (12 pages).
Available at LUB
6. Balibar, Etienne. 2018. 'Is there a "Neo-Racism"?' In Tania Das Gupta, Carl James, Chris Andersen, Grace-Edward Galabuzi and Roger Maaka (eds.), *Race and Racialization* (Canadian Scholars: Toronto). ISBN: 978-1-7738-016-2; 130-140 (10 pages).
Available at LUB
7. Bates, Robert. 1997. 'Area Studies and the Discipline: A Useful Controversy', *PS: Political Science and Politics*, 30: 166-169 (4 pages).
Download here
8. Bayat, Asef. 2013. 'Revolution in Bad Times', *New Left Review*, 80: 47-80 (33 pages).
Download here
9. Belge, Ceren, and Lisa Blaydes. 2013. 'Gender, Social Capital and Dispute Resolution in Informal Areas of Cairo and Istanbul', *Studies in Comparative International Development*, 49: 448-476 (28 pages).
Download here
10. Brubaker, Roger, and Fredrick Cooper. 2000. 'Beyond Identity', *Theory and Society*, 29: 1-47 (46 pages).
Download here
11. Calhoun, Craig. 1993. 'Nationalism and Ethnicity', *Annual Review of Sociology*, 19: 211-239 (29 pages).
Download here
12. Cinar, Alev. 2001. 'National History as a Contested Site: The Conquest of Istanbul and Islamist Negotiations of the Nation', *Comparative Studies in Society and History*, 4: 364-391 (28 pages).
Download here
13. Davis, Rochelle. 2010. 'Culture as a Weapons System', *Middle East Report*, 255: 8-13 (5 pages).
Download here
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15. Ferguson, James, and Akhil Gupta. 2002. 'Spatializing States: Toward an Ethnography of Neoliberal Governmentality', *American Ethnologist*, 29: 981-1002 (22 pages).
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19. Hassan, Wail. 2002. 'Postcolonial Theory and Modern Arabic Literature: Horizons of Application', *Journal of Arabic Literature*, 33: 45-64 (20 pages).
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Download here
21. Icaza, Rosalba, and Rolando Vazquez. 2013. 'Social Struggles as Epistemic Struggles', *Development and Change*, 44: 683-704 (20 pages).
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Download here
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Available at LUB
25. Makdisi, Ussama. 2016. 'In the Shadow of Orientalism: The Historiography of US-Arab Relations.' In Seteney Shami and Cynthia Miller Idriss (eds.), *Middle East Studies for the New Millennium: Infrastructures of Knowledge* (New York University Press: New York). ISBN: 9781479827787; 374-410 (36 pages).
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27. Mitchell, Timothy. 2002. 'The Middle East and the Past and Future of Social Science.' In David Szanton (ed.), *The Politics of Knowledge: Area Studies and the Disciplines* (University of California Press: Berkeley). ISBN: 0-520-24536-9; pp. 74-118 (45 pages).
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28. Moruzzi, Norma. 2008. 'Trying to Look Different: Hijab as the Self-Presentation of Social Distinctions', *Comparative Studies in South Asia, Africa and the Middle East*, 28: 225-234 (10 pages).
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29. Ortner, Sherry. 1995. 'Resistance and the Problem of Ethnographic Refusal', *Comparative Studies in Society and History*, 37: 173-193 (20 pages).
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31. Sa'ar, Amalia. 2005. 'Postcolonial Feminism, the Politics of Identification and the Liberal Bargain', *Gender and Society*, 19: 680-700 (20 pages).
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32. Said, Edward. 2018. 'Latent and Manifest Orientalism.' In Tania Das Gupta, Carl James, Chris Andersen, Grace-Edward Galabuzi and Roger Maaka (eds.), *Race and Racialization* (Canadian Scholars: Toronto). ISBN: 978-1-7738-016-2; pp. 64-84 (20 pages).
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34. Seth, Sanjay. 2009. 'Historical Sociology and Postcolonial Theory: Two Strategies for Challenging Eurocentrism', *International Political Sociology*, 3: 334-338 (5 pages).
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35. Shami, Seteney, and Marcial Godoy-Anativia. 2016. 'Area Studies and the Decade after 9/11.' In Seteney Shami and Cynthia Miller Idris (eds.), *Middle East Studies for the New Millennium: Infrastructures of Knowledge* (New York University Press: New York). ISBN: 9781479827787; pp. 351-374 (23 pages).
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Available at LUB
37. Shami, Seteney, and Nefssa Naguib. 2013. 'Occluding Difference: Ethnic Identity and the Shifting Zones of Theory on the Middle East and North Africa.' In Sherine Hafez and Susan Slyomovics (eds.), *Anthropology of the Middle East and North Africa: Into the New Millennium* (Indiana University Press: Bloomington). ISBN: 978-0253007537; pp. 23-46 (23 pages).
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Available at LUB
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Available at LUB

COURSE OVERVIEW

A detailed description of the course content, including work tasks.



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Introduction Dalia Abdelhady Introduction to the Course
	Lecture & Seminar Dalia Abdelhady Why Theory? Why the Middle East?
Week 2	Lecture & Seminar Rola El-Husseini Theories and Disciplines
	Lecture & Seminar Dalia Abdelhady Modernity and Postmodernity
Week 3	Lecture & Seminar Dalia Abdelhady Postcolonialism
	Lecture & Seminar Dalia Abdelhady Capital Deadline: Homework assignment 1
Week 4	Lecture & Seminar Dalia Abdelhady Culture
	Lecture & Seminar Dalia Abdelhady Power and Resistance
Week 5	Lecture & Seminar Dalia Abdelhady Social Movements and Non-Movements Deadline: Homework assignment 2
	Lecture & Seminar Dalia Abdelhady Identity
Week 6	Lecture & Seminar Dalia Abdelhady Race and Racialization
	Workshop Dalia Abdelhady
Week 7	Lecture & Seminar Dalia Abdelhady War
	Lecture & Seminar Dalia Abdelhady Feminism Deadline: Homework assignment 3
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 8	Lecture & Seminar Dalia Abdelhady Neoliberalism & Space
	Lecture & Seminar Dalia Abdelhady Middle Eastern Studies for the New Millennium
22/3	Deadline: Final Paper
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Why Theory? Why the Middle East?

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

As the title of the class suggests, we will discuss the promise of theory in understanding the social world. We will also discuss the emergence of Middle East Studies and begin the analysis of what the field may offer that is beyond disciplinary/conventional forms of analysis.

Primary reading

Bates, Robert. 1997

hooks, bell. 1991.

Kasaba, Resat. 2016.

Shami, Seteney, and Marcial Godoy-Anatvia. 2016.

Theories and Disciplines

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

The class focuses on the major theoretical trends within the field of Middle East Studies and discuss the shortcomings within these trends. While the discussion will focus on 'what went wrong' in Middle East Studies, we will also continue the discussion of what area studies have to offer disciplinary analyses and ways of thinking.

Primary reading

Abu Lughod, Lila. 1989.

Anderson, Lisa. 2006.

Gause, Gregory. 2011.

Wedeen, Lisa. 2016.

Recommended reading

Karawan, Ibrahim. 2002.

Mitchell, Timothy. 2002.

Modernity and Postmodernity

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

The class will focus on the analysis of the two related concepts (modernity and postmodernity) and delve into the ways studying the Middle East pushes our understanding of history and social change.

Primary reading

Euben, Roxanne. 1997.

Sharabi, Hisham. 1988. pp: 3-15; 26-48; 104-124; (55 pages).

Recommended reading

Steven Seidman. 2012. Chapters 11 and 13

Postcolonialism

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

The class will introduce the decolonial struggle within academia and discuss its relevance to Middle East Studies.

Primary reading

Hassan, Wail. 2002.

Icaza, Rosalba, and Rolando Vazquez. 2013.

Lockman, Zachary. 2004. pp. 66-98 (32 pages).

Schueller, Malini Johar. 2009.

Seth, Sanjay. 2009.

Recommended reading

Makdisi, Ussama. 2016.

Seidman, Steven. 2012. Chapter 17

Capital

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

The class introduces the concept of capital and discuss its different forms and relevance to understanding Middle East societies.

Primary reading

Achilov, Dilshod. 2015.

Belge, Ceren, and Lisa Blaydes. 2013.

Moruzzi, Norma. 2008.

Recommended reading

Seidman, Steven. 2012. Chapters 2 and 10.

Power and Resistance

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

The class introduces the concept of power and discusses the different approaches to its study while applying the concept to the analysis of the Middle East.

Primary reading

Mitchell, Timothy. 1991. Chapters 2-4.

Ortner, Sherry. 1995.

Scott, James. 1992.

Wedeen, Lisa. 1999. pp. 1-31; 87-132

Recommended reading

Seidman, Steven. 2012. Chapter 12

Culture

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

The class introduces the concept of culture and discusses forms of contestation around its study and analysis. We will also look into how culture has been used for political purposes.

Primary reading

Davis, Rochelle. 2010.

Sewell, William. 2005. pp. 1-20 (chapter 1, Theory, History and Social Science); 124-150 (chapter 4, A Theory of Structure: Duality, Agency, and Transformation); 152-174 (chapter 5, The Concepts of Culture)

Wedeen, Lisa. 2002.

Recommended reading

Mitchell, Timothy. 1991. Chapter 1.

Social Movements and Non-Movements

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

The class will provide an introduction to social movement theories and introduce the concept of social non-movements as a way for understanding social change in the Middle East.

Primary reading

Bayat, Asef (2017). (We will read selections of the book, but it is advisable that you secure your own copy of the whole book)

Recommended:

<https://www.jadaliyya.com/Details/37633/Asef-Bayat,-Revolution-without-Revolutionaries-Making-Sense-of-the-Arab-Spring-New-Texts-Out-Now>

<https://www.jadaliyya.com/Details/38427/Revolution-Without-Revolutionaries-Making-Sense-of-the-Arab-Spring-by-Asef-Bayat-The-Nerdiest-Show-on-the-Internet>

Identity

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

The class will discuss the notion of identity in general and national identity in particular and explain the social construction of seemingly natural forms of groupings and identification.

Primary reading

Brubaker, Roger, and Fredrick Cooper. 2000.

Calhoun, Craig. 1993.

Massad, Joseph. 2001. pp: 222-275

Podeh, Elie. 2011. Introduction plus one chapter of your choice

Recommended reading

Seidman, Steven. 2012. Chapters 18 and 23

Race and Racialization

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

The class will focus on the meaning of racialization, and its presumptions about racial (or racialized) differences. The discussion will address the consequences of such analyses to the ways we understand the world.

Primary reading

Balibar, Etienne. 2018.

Hall, Stuart. 2018.

Mazrui, Ali. 2018.

Said, Edward. 2018.

Shami, Seteney, and Nefsa Naguib. 2013.

Recommended reading

Seidman, Steven. 2012. Chapters 9, 15 and 21

Workshop

(workshop) | *Teacher:* Dalia Abdelhady

Please see instructions on page 21.

War

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

The class will use war as a concept to underscore the importance of cultural analyses in understanding social phenomena.

Primary reading

Smith, Philip. 2005. pp.3-55

Porter, Patrick. 2009. pp. 171-190

Recommended reading

Seidman, Steven. 2012. Chapters 3 and 8

Feminism

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

The class will discuss the meaning of feminism and the different types of feminist analysis. The discussion will address the relevance of a feminist analysis in understanding Middle East societies.

Primary reading

Sa'ar, Amalia. 2005.

Shahrokni, Nazanin. 2019.

Abu-Lughod, Lila. 1990.

Recommended reading

Seidman, Steven. 2012. Chapter 14

Neoliberalism

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

The class will use the concept of neoliberalism as an entry to understanding the consequences of capitalism in Middle East societies.

Primary reading

Hanieh, Adam. 2013. Chapters 1-3

Harvey, David. 2007. pp. 5-38

Kanna, Ahmed. 2010.

Mitchell, Timothy. 2002. pp. 273-303

Recommended reading

Seidman, Steven. 2012. Chapters 19 and 20

Middle Eastern Studies for the New Millennium

(lecture & seminar) | *Teachers:* Dalia Abdelhady

The class will focus on the promise of Middle East Studies in the contemporary era. We will reflect on emerging trends within the field and discuss different proposals for moving forward.

Primary reading

Anderson, Lisa. 2016. pp. 432-446

Gendzier, Irene. 2016. pp. 411-431

Shami, Seteney, and Cynthia Miller Idriss. 2016. pp. 1-30

Space

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

The class will focus on the meaning of space and how it applies to Middle East societies. The discussion will focus on the relationships between space and gender, class and power.

Primary reading

Cinar, Alev. 2001.

Ferguson, James, and Akhil Gupta. 2002.

Menoret, Pascal. 2014. pp. 61-101

Razack, Sherene. 2018.

Yacobi, Haim, and Mansour Nasasra. 2020. pp. 1-14 plus one more chapter of choice

Recommended reading

Scott, James. 1998. pp.53-83

<https://www.jadaliyya.com/Details/30887/New-Texts-Out-Now-Pascal-Menoret,-Joyriding-in-Riyadh-Oil,-Urbanism,-and-Revolt>

Instructions: Homework Assignments

Students are expected to submit a total of three essays, and each will be worth 10 points. Each essay should be around 500-750 words and focus on the set of readings that were discussed up till that point in the course. The deadlines for essays are: **January 31**, **February 14** and **March 9**. Please submit your papers on Canvas.

In your reflection, you need to

1. Address each text and evaluate the extent to which it accomplishes its own objectives;
2. Highlight the ways texts relate to one another; and
3. Situate the readings within the larger context of what you are learning in the class.

The essay should include answers to such questions as:

- a) What is the author's thesis?
- b) What is the major point s/he is trying to make?
- c) What are the major assumptions the author makes (and expects readers to accept) in arguing that thesis?
- d) What are some useful concepts s/he presents?
- e) How does the reading relate to previous readings?
- f) What are the major strengths and weaknesses of the work?
- g) What questions have come to mind in light of past readings? and
- h) What are the implications for research practice if the author's thesis and underlying assumptions are valid or true?

The course coordinator will evaluate your reflection statements based on the following rubric:

	Exceeds Expectations (10 points)	Meets Expectations (7 points)	fails to meet Expectations (4 points)
Identification (points a through d)	You identified the main arguments and the important concepts used to make it.	You identified a concept and provided a comprehensive definition.	You did not identify or define a concept from the reading.
Significance (points e through h)	You placed the argument within the general field of Middle East Studies, and your own views and empirical applications. You used comparisons with other authors to make your point. You creatively highlighted the ways the argument can be used in future research.	You expressed the practical and theoretical significance of the argument.	You failed to mention the significance of the argument.
Technical exposition	Your statement is well organised and interesting.	Adequate organisation and flow of statement.	Incomprehensible organisation, stylistic problems and lacks coherence.

Instructions: Workshop on Doing Social Theory through Media

Aim of the Workshop

The workshop aims at motivating students to make connections between the theories learned in class and media representations, while building confidence in the students' ability to discuss, utilize and critique theoretical ideas – or to practice doing theory.

Specific Instructions

- Each student will work in a group assigned by the instructor;
- In groups, students are to come up with a topic/event relating to the Middle East that they will focus on for this assignment, and investigate its coverage in different media outlets (music, newspapers, magazines, or film);
- Students are to collect sources from three media outlets on the topic;
- Each group is expected to prepare a presentation of the analysis of the sources using two different theoretical perspectives we discussed in class. In their review, groups are expected to compare and contrast the different theoretical perspectives while applying them to the coverage of the topic/event.
- The analysis will be presented to the whole class during the second half of the day;
- Following group presentations and the discussion session during which other students will be given time to ask questions and provide critique or suggestions for improving the analysis, each student is expected to submit a 750-word report on the workshop activities and findings for written feedback from the instructor.

Intended Learning Outcomes of the Workshop

1. Knowledge and Understanding

- Identify main theoretical perspectives (for example structuralism, post-structuralism, postcolonialism, or feminism) and concepts (agency, culture, neopatriarchy, or globalization)
- Describe the perspectives and related concepts using examples
- Select specific concepts to discuss
- Relate the main perspectives and concepts to current events

2. Skills and Abilities

- Explain the theoretical concepts and arguments in own words
- Summarize theoretical arguments
- Locate key theoretical arguments in relation to specific events
- Use theory to understand current events

3. Critical Judgment and Evaluation

- Apply abstract theoretical concepts to real life events
- Compare different theoretical perspectives
- Criticize different theoretical approaches using examples
- Assess the utility of theory in understanding current events
- Evaluate media coverage utilizing different theoretical perspectives

Assessment

Students will be assessed individually based on their motivation to “do theory,” that is their interest in interpreting texts, providing critique and applying theoretical concepts to the media examples creatively. Student groups will be given feedback, from the instructor and their peers, following their oral presentations in class. This feedback will allow students to incorporate new ideas, revise original arguments, or enhance the adopted approach before the submission of the final report. As each student is expected to submit a two-page written report summarizing the tasks and learning from the workshop, the workshop concludes with a chance for the students to individually document and reflect on their experience during the day.

Schedule

09:15-09:30	Group Assignments	14:30-14:50	Presentation Group 3
09:30-12:00	Group Work	14:50-15:00	Q&A
12:00-13:00	Break for lunch	15:00-15:20	Presentation Group 4
13:15-13:35	Presentation Group 1	15:20-15:30	Q&A
13:35-13:45	Q&A	15:30-16:00	Conclusions and Reflections
13:45-14:05	Presentation Group 2		
14:05-14:15	Q&A		
14:15-14:30	Break		

Instructions: Final Paper

A **4000-word paper** is required for this course, which is due on **March 22** on Canvas. You should choose one of two options for the topic of your paper:

Option One: A research proposal that outlines the study of a topic utilising one or more of the theoretical perspectives discussed in class. The proposal should consist of a clearly stated research question, literature review, theoretical framework, and methodology. The focus of the paper is on the literature review and theoretical framework, and how they relate to formulate a research question.

Option Two: A theory paper following the guidelines for writing reflection essays above and focusing on one or two theoretical paradigm, concept or problem. The focus of this paper is the theory itself. For example, you can write a paper comparing Sharabi and Said in their understandings of the social problems facing the region.

Students should think of the term paper as an enjoyable exercise that allows them to explore a topic of their interest as well as demonstrate their analytical skills. Term papers will be evaluated based on your ability to demonstrate the following steps:

- *Think about the topic you choose.*
The topic needs to move beyond descriptive analysis and focus on a question, puzzle or problematic.
- *Pick literature that is most relevant to that topic.*
Use at least three readings from the class.
- *Find references in the library that supplement class readings.*
Be extensive but also pay attention to finding relevant ones that relate directly to your topic.
- *Formulate an argument that the paper addresses based on your sources.*
 - Your paper should be based on a clear thesis statement that reflects the organization of your thoughts in a logical way that develops throughout the paper.
 - If you're working on a research proposal, make sure that your research question is succinct and that everything you include in your proposal is relevant to it.
- *Summarize the arguments in the various readings and use these summaries to formulate the outline for the paper.*
Your thesis statement and outline will probably change over time, but they keep you focused when it is time to write.
- *Follow the outline to elaborate the arguments of the different authors in a clear manner. Build your literature review in an interesting way.*
And make sure that you are connecting it to your thesis statement.

- *Make sure that the paper provides a single focused line of argument, and includes an introduction and a conclusion.*

Your thesis should indicate a clear purpose for the paper and should be established in the introduction, developed logically and fully throughout the paper, and summarized and clearly articulated in the conclusion.

- *Reference all sources used in the paper both within the body of the paper and in a Works Cited page.*
The Graduate School uses Harvard and this is a good opportunity for you to become familiar with the style. You can also use any of the conventional styles such as APA, MLA, or the Chicago Manual. Be consistent!

Students should keep in mind some basics of writing good papers:

- Support your claims. Make an argument instead of unsupported assertions.
- Focus on analytical insights instead of opinions.
- Connect ideas, sentences and paragraphs.
- Make sure that your writing flows and that sentences are well constructed to show how ideas relate. Write simply.
- DO NOT use Google or Wikipedia (Google Scholar is OK).
- Use course material, academic journals (obtained through databases) and scholarly books.

The course coordinator will evaluate the term paper based on the following summary:

	Exceeds Expectations (30 points)	Meets Expectations (22 points)	Fails to Meet Expectations (12 points)
General Structure	<ul style="list-style-type: none"> Thesis statement well stated. Literature well chosen for topic. All relevant concepts are discussed. 	<ul style="list-style-type: none"> Clear thesis. Literature well chosen for topic. Some concepts are discussed. 	<ul style="list-style-type: none"> No clear thesis statement. Discussed concepts are not applicable to topic.
Content	<ul style="list-style-type: none"> Uses topic to apply knowledge of the Middle East. Identifies similarities and differences between different approaches. Draws thoughtful conclusions from the literature review. Integrates personal opinion with material thoughtfully. Summarizes implications of the topic to Middle Eastern Studies. 	<ul style="list-style-type: none"> Clear connections between paper topic and the field. Identifies some of the main agreements and disagreements in the literature. Attempts to make conclusions but with some difficulty explaining the significance of these conclusions. Integration of personal opinion is incomplete. 	<ul style="list-style-type: none"> Fails to apply knowledge of the field to paper topic. Fails to identify similarities and differences. Fails to draw conclusions or integrate personal opinion to argument.

	Exceeds Expectations (30 points)	Meets Expectations (22 points)	Fails to Meet Expectations (12 points)
Organization and Development	<ul style="list-style-type: none"> Thesis is established in the introduction, is fully developed throughout the paper, and a reasonable conclusion is articulated. Strong connections of ideas and transitions through the paper that facilitate understanding. 	<ul style="list-style-type: none"> Thesis reflects the purpose of the paper. Introduction and conclusion are present but may be incompletely developed. Makes coherent connections between sentences. Uses transitions between paragraphs and within them. 	<ul style="list-style-type: none"> No main idea. Ineffective introduction and/or conclusion. Connections between ideas are confusing or not present..
Conventions and editing	<ul style="list-style-type: none"> Accurate and consistent citations. Writing flows and contains well-constructed sentences that show relations between ideas. Precise sentence-level editing. 	<ul style="list-style-type: none"> Accurate and consistent citations. Thoughtful writing, but not always effective. Occasional use of awkward sentences 	<ul style="list-style-type: none"> Improper citations, phrasing interferes with reader understanding, no editing apparent

APPENDIX I

ACADEMIC WRITING AND PLAGIARISM

Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

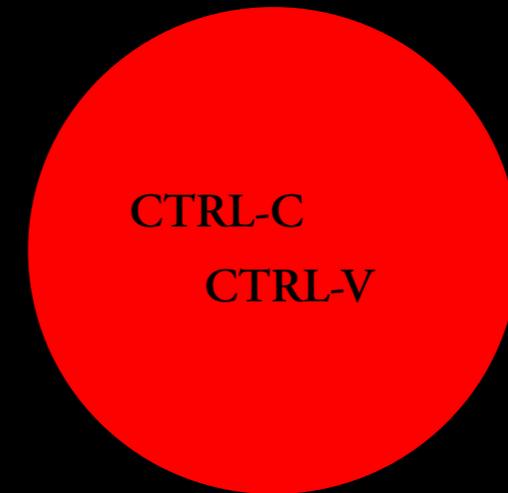
Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct:
libguides.lub.lu.se/mastersprogrammes/academicwriting



Tech system note

Original is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

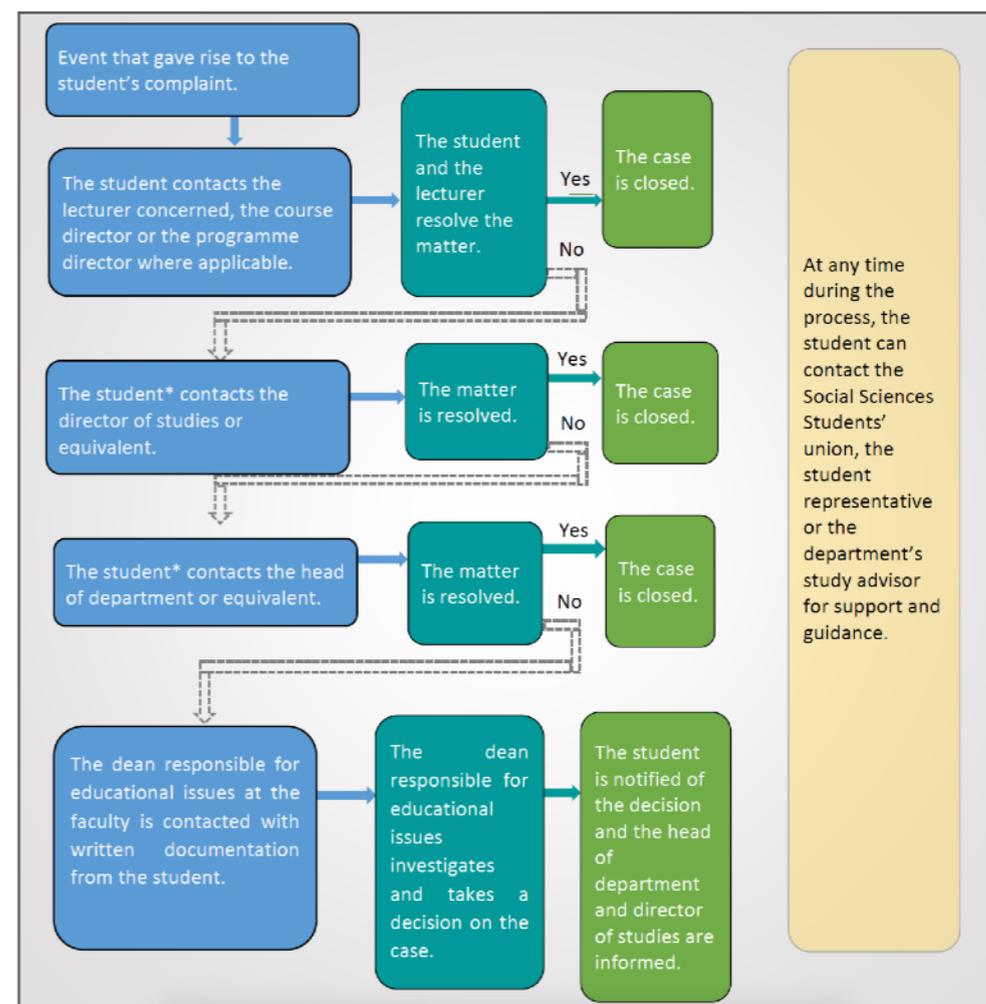
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer

of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.

- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

Processing of students' complaints at the Faculty of Social Sciences



* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

Relevant links

List of rights for students at Lund University

www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf

How to process cases of discrimination or harassment

www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

Changes to grading decisions (official document approved on 2 December 2015).

sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf

APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who

became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

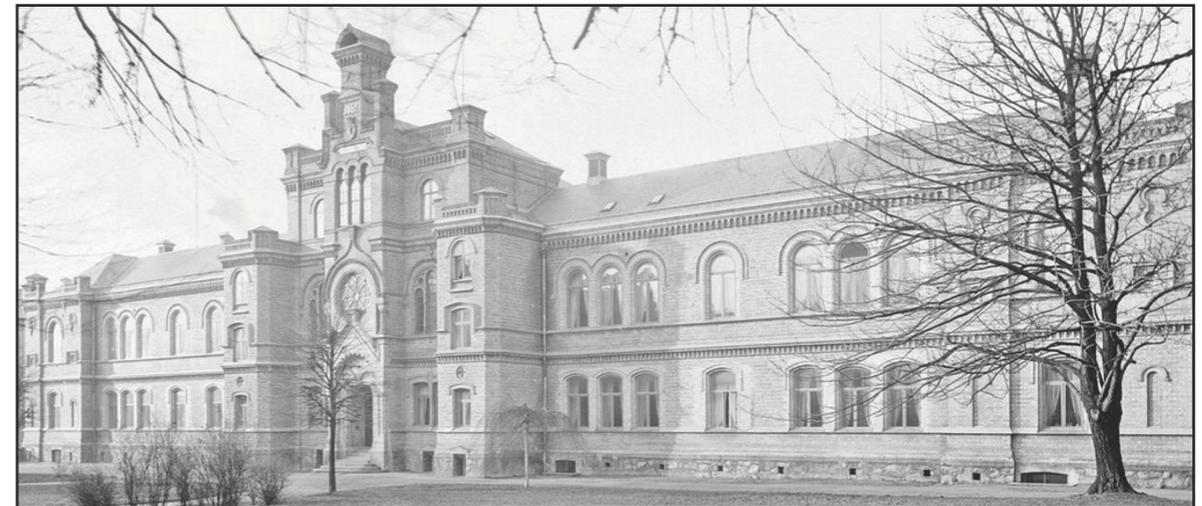
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).



Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

