

SAMPLE SYLLABUS



POL-UA 9540-001 DC1

Politics of the Near and Middle East: Colonial and Cultural Legacies In the Creation and Evolution of Political Institutions

Spring 2022

Lecturer Information

- Dr. Maya Kornberg
- Email:
- Office hours: by appointment

Course Details

- POL-UA 9540-001
- Meeting Times: Mondays 2:00-4:45
- All times are Eastern (Daylight Saving Time starts March 13, 2022).
- Mode: In person
- COVID-related details: In the interest of protecting the NYU Washington, DC community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Course Objective and Description

This is a survey course exploring the politics of the Middle East and North Africa (MENA) from an institutional perspective. In the first half of the course we will explore major themes in Middle Eastern politics, including colonialism, the Ottoman Empire, religion, ethnic identity, nationalism, gender, and geopolitics. The second half of the course will show how these themes and historical legacies shape Middle Eastern politics today, including an exploration of the Arab Spring, and the impact of colonialism, foreign intervention, religion, identity politics and gender on how modern Middle Eastern political institutions function. The second half of the course will also explore how modern political institutions are shaped by the people of the Middle East today. The course views political institutions as living breathing things, rooted by their past, and shaped by the people who inhabit them in the present.

Upon Completion of this Course, students will be able to:

- You will hopefully come away with a greater understanding of MENA political systems and society.

SAMPLE SYLLABUS



- You will be able to understand political development and legislative politics in greater depth, including how history, culture, religion, geography and gender shape political institutions.

Course Requirements

Class Participation

The course will be organized in seminar fashion. The success of the class will hinge on your having read the assigned readings and coming to class ready to discuss them with your instructor and fellow students. Our classes will be structured around series of questions on the readings and the subjects that they cover: I will ask you questions, you will ask me questions, and we will ask questions of each other. It will be particularly helpful if you prepare in advance two to three questions to ask before each class.

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to dc.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by email immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

SAMPLE SYLLABUS



Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Note on Guest Speakers

We will have guest speakers throughout the semester, coming from the fields of politics, academia, and civil society. We will have the opportunity to hear firsthand from Middle Eastern politicians, scholars, and advocates via zoom, as well as speak to local experts in Washington D.C. It is particularly important that you pay them the utmost respect, listen attentively to their presentations, and engage them in a constructive way during the question and answer sections following their talks. They come from a variety of fields and may have valuable career advice for you, so feel free to ask them questions about your career goals in addition to discussing their fields of expertise.

Mid-Term

There will be a mid-term exam during the first portion of the semester. The mid-term will cover key concepts and trends. We will review what is required prior to the exam.

Reaction Papers

Each student is responsible for writing three (3) well-written, thoughtful reaction papers (4-5 pages in length, 12-point font, double-spaced) engaging the assigned readings in class. The questions will be provided for you at least a week in advance. The response papers should critically discuss the readings (while some summary is necessary it should be kept to a minimum as the papers are really about your opinions and critique). For instance, you can raise new questions based on the materials, juxtapose different texts, or choose to focus only on a portion of the readings. You should develop a single argument (or a couple) and adequately support them. Any standard citation format will suffice. **Papers must be submitted in class in hard copy format and via email prior to class.**

Group Presentations

In groups of 2 or 3, you must complete **one (1)** oral group presentation that discusses the readings in a given week. You may choose your week. Essentially, the group should summarize the readings from the articles of the week and point out the major arguments and conclusions. A thoughtful presentation will include your own assessment of what is interesting about the articles and will also lead the class discussion, which involves asking interesting questions such as: what aspects of the reading(s) were most convincing, or least convincing? Are there other examples in the region or historically that support or refute the authors' arguments? Are there any other factors that should have been considered in the analysis? You are also welcome to ask questions of the class. The presentation should last roughly 30 minutes, though length may vary due to article detail or length. PowerPoint and handouts are not necessary.

Final Presentations

In our final session, students will each give a final oral presentation of roughly 15 minutes. The presentation will consist of policy recommendations, based on the courses themes. We will discuss the specifics prior to the final presentations.

Academic Policies

SAMPLE SYLLABUS



Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class Participation	15%
Mid-Term	20%
Reaction Papers	3 x 10% = 30%
Group Presentations	15%
Final Presentation	20%

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0

A- = 90-93 or 3.7

B+ = 87-89 or 3.3

B = 84-86 or 3.0

B- = 80-83 or 2.7

C+ = 77-79 or 2.3

C = 74-76 or 2.0

C- = 70-73 or 1.7

D+ = 67-69 or 1.3

D = 65-66 or 1.0

F = below 65 or 0

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with Kari Miller, NYU Washington, DC Program Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

SAMPLE SYLLABUS



- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Washington, DC's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused

SAMPLE SYLLABUS



for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Washington, DC.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- NYU Washington, DC On-Call Phone: (202) 615-9441

SAMPLE SYLLABUS



Course Schedule and Readings

*Please note that readings marked * are required*

Week 1 – January 28th - Introduction

- *Said, Edward. *Orientalism*. London: Penguin, 2003. Introduction and Chapter 1.
(Additional Video: 'On Orientalism,' Media Education Foundation 1998)

Week 2 – January 31st - Empires and Colonies

- Darling, Linda. "Islamic Empires, Ottoman Empires and the Circle of Justice." in *Constitutional Politics in the Middle East: With Special Reference to Turkey, Iraq, Iran and Afghanistan*, S.A. Arjomand (ed.), Oxford, 2008.
- *Deringil, Selim. "They live in a state of nomadism and savagery": the late Ottoman Empire and the post-colonial debate." *Comparative Studies in Society and History* 45, no. 2 (2003): 311-342.
- *Sarah Pursley, "Lines Drawn on an Empty Map: Iraq's Borders and the Legend of the Artificial State" (Parts 1 and 2), *Jadaliyya*. June 2, 2015
- Shamir, Ronen. *The Colonies of Law: Colonialism, Zionism and Law in Early Mandate Palestine*. Cambridge University Press, 2000. Introduction and Chapter 1.
- *Joel Migdal, *Strong Societies and Weak States*. Princeton University Press, 1988.
Chapter 2, 4.

Week 3 – February 7th – Ethnicity, Religion, Nationalism – Part 1

- Khoury, Philip, and Joseph Kostiner, eds. *Tribes and State Formation in the Middle East*. London: Tauris, 1991. Introduction.
- Natali, Denise. *The Kurds and the State: Evolving National Identity in Iraq, Turkey, and Iran*. Syracuse: Syracuse University Press, 2005. Introduction.
- Avineri, Shlomo. *The Making of Modern Zionism*. London: Weidenfeld and Nicolson, 1981. Chapters 9,15,17.
- *Khalidi, Rashid, ed. *The Origins of Arab Nationalism*. New York: Columbia University Press, 1991. Chapter 1.
- *Ajami, Fouad. "The End of Pan-Arabism," *Foreign Affairs* 57 (1978): 355-373.
- *Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. London: Verso, 2006. (First published 1983.) Chapters 1 and 2.

Week 4 – February 14th – Ethnicity, Religion, Nationalism – Part 2

- *Ayubi, Nazih. *Political Islam: Religion and Politics in the Arab World*. London: Routledge, 1991. Chapters 1 and 4.
- Khoury, Philip. "Islamic Revivalism and the crises of the Secular State in the Arab

SAMPLE SYLLABUS



NYU | WASHINGTON DC

- World,” in Ibrahim Ibrahim, ed., *Arab Resources: The Transformation of a Society*. London: Croom Helm, 1983.
- *Bengio, Ofra, and Gabriel Ben-Dor, eds. *Minorities and the State in the Arab World*. Boulder: Lynne Rienner Publishers, 1999. Introduction, Chapter 8, Chapter 6.
- *Khalidi, Rashid. *Palestinian Identity*. Columbia University Press, 1997. Chapters 1, 6.
- Adwan, Sami, Dan Bar-On, and Eyal J. Naveh, eds. *Side by side: Parallel histories of Israel/Palestine*. New Press, 2012. Introduction and selected parts.

February 21st – Presidents Day – No Class

Week 5 – February 28th - Gender

- Abu-Lughod, Lila (ed.). *Remaking Women: Feminism and Modernity in the Middle East*. Princeton: Princeton University Press, 1998. In particular - “Introduction” and “Feminist Longings and Post-Colonial Conditions.”
- *Katz, Sheila Hannah. “Adam and Adama, ‘Ird and Ard: en-gendering political conflict and identity in early Jewish and Palestinian nationalisms,” in Kandiyoti, Deniz ed. *Gendering the Middle East*. London: I.B. Tauris, 1996.
- *In response to Eltahawy: Sara Mourad, “Politics at the Tip of the Clitoris,” *Jadaliyya* (May 2012).
http://www.jadaliyya.com/pages/index/5355/politics-at-the-tip-of-the-clitoris_why-in-fact-do
- *Ghousseb, Mai, and Emma Sinclair-Webb (eds.) *Imagined Masculinities: Male Identity and Culture in the Modern Middle East*. London: Saqi, 2006. Chapters: “The military as a second Bar Mitzvah : combat service as initiation to Zionist masculinity” by Danny Kaplan. “Male gender and rituals of resistance in the Palestinian Intifada : a cultural politics of violence” by Julie Peteet.

Week 6 - March 7th - Political Economy/Midterm Exam

- *Ross, Michael L. "Does oil hinder democracy?." *World politics* 53, no. 3 (2001): 325-361.
- Beblawi, Hazem. ‘Economic Growth in Egypt: Impediments and Constraints (1974-2004),’ Commission on Growth and Development, Working Paper No. 14, 2008. <https://openknowledge.worldbank.org/bitstream/handle/10986/28047/577140NWP0Box31UBLIC10gc1wp10141web.pdf;sequence=1>
- *Kuran, Timur. "Why the Middle East is economically underdeveloped: historical mechanisms of institutional stagnation." *Journal of economic perspectives* 18, no. 3 (2004): 71-90.

---The first half of this session will be a discussion on political economy. The second half will be a midterm exam (with a short break in between.)---

Week 7 - March 21st - Arab Spring and Prospects for Democratization

- *Masoud, Tarek. "Has the door closed on Arab democracy?." *Journal of Democracy* 26, no. 1 (2015): 74-87.
- Brownlee, Jason, Tarek Masoud, and Andrew Reynolds. "Tracking the " Arab Spring": Why the Modest Harvest?" *Journal of Democracy* 24, no. 4 (2013): 29-44.
- *Cook, Steven A. *False Dawn: Protest, Democracy, and Violence in the New Middle East*. Oxford University Press, 2017. Chapter 6.
- *Filiu, Jean-Pierre. *The Arab Revolution: Ten Lessons from the Democratic Uprising*.

SAMPLE SYLLABUS



NYU | WASHINGTON DC

London: C.Hirst&Co., 2011. Chapters 1,2,4.

- *Arab Barometer, “Democracy in the Middle East and North Africa: Five Years After the Arab Uprisings.”
https://www.arabbarometer.org/wp-content/uploads/Democracy_Public-Opinion_Middle-east_North-Africa_2018.pdf
- Backgrounder: <https://www.britannica.com/event/Arab-Spring>

Week 8 –March 28th - Contemporary Western Involvement in the Middle East

- *Gause, F. Gregory III. “Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability,” *Foreign Affairs*, Vol. 90, No. 4 (July/August 2011), pp. 81-90.
- *Abu-Lughod, Lila. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” *American Anthropologist*, vol. 104 (2002), pp. 783– 790.
- Posch, Walter. "Ideology and strategy in the Middle East: The case of Iran." *Survival* 59, no. 5 (2017): 69-98.
- *Cook, Steven A. "No Exit: Why the Middle East Still Matters to America." *Foreign Aff.* 99 (2020): 133.
- Malley, Robert and Aaron David Miller, “Trump is Reinventing the U.S. Approach to the Palestinian-Israeli Conflict,” *The Atlantic*, Sept. 20, 2018.
- *Friedman, Uri. “America Has Come Full Circle in the Middle East.” *The Atlantic*, Jan. 24, 2020.
- Backgrounder:
<https://www.cfr.org/backgrounder/what-us-policy-israeli-palestinian-conflict>

Week 9 – April 4th - Modern Institutions and Constitutions

- *Sawi, Ali. "State of Parliament in the Arab States." Available at SSRN 3294968 (2018).
- *Baaklini, Abdo I., Guilain Denoeux, and Robert Springborg. *Legislative politics in the Arab world: The resurgence of democratic institutions*. Lynne Rienner Publishers, 1999. Part 1.
- *Abbate, Tania, Markus Böckenförde, and Veronica Federico, eds. *Public participation in African constitutionalism*. Routledge, 2017. Chapters 3 and 5.
- Belschner, Jana. "The adoption of youth quotas after the Arab uprisings." *Politics, Groups, and Identities* (2018).

Week 10 – April 11th - Modern Middle Eastern Legislatures – Identity Politics and Religion

- *Crewe, Emma. *The Anthropology of Parliaments: Entanglements in Democratic Politics*. Taylor & Francis, 2021. Chapter 7.
- *Hazan, Reuven Y. "Religion and politics in Israel: The rise and fall of the consociational model." *Israel Affairs* 6, no. 2 (1999): 109-137.
- *Özcan, Sevinç Alkan. "The Role of Political Islam in Tunisia’s Democratization Process: Towards a New Pattern of Secularization?." *Insight Turkey* 20, no. 1 (2018): 209-226.
- Middle East Institute. “Nation or Religion? Iraq’s Hybrid Identity Politics.”
<https://www.mei.edu/publications/nation-or-religion-iraqs-hybrid-identity-politics>
- Ghannouchi, Rached. "Islam and Democracy in Tunisia." *Journal of Democracy* 29, no. 3 (2018): 5-8.

SAMPLE SYLLABUS



NYU | WASHINGTON DC

- *Abdullah, Farhad Hassan, and Hawre Hasan Hama. "Minority Representation and Reserved Legislative Seats in Iraqi Kurdistan." *Contemporary Review of the Middle East* 7, no. 4 (2020): 381-402.
- Ozcelik, Burcu. "Introduction: confronting the legacy and contemporary iterations of racial politics in the Middle East," *Ethnic and Racial Studies*, 2021, 44:12, 2155-2166,

Week 11 – April 18th- Women in Modern Middle Eastern Politics

- *Norris, Pippa. "Opening the Door: Women Leaders and Constitution-Building in Iraq and Afghanistan." In *Women and Leadership: The State of Play and Strategies for Change*. Ed. Barbara Kellerman and Deborah L. Rhode, 197–226. New York, Jossey-Bass, 2007.
- *Shalaby, Marwa M., and Laila Elimam. "Women in legislative committees in Arab parliaments." *Comparative Politics* 53, no. 1 (2020): 139-167.
- Benstead, Lindsay J. "Women in Arab political parties." In *Routledge Handbook on Political Parties in the Middle East and North Africa*, pp. 255-270. Routledge, 2020.
- *Aharoni, Sarai B. "The gender–culture double bind in Israeli–Palestinian peace negotiations: A narrative approach." *Security Dialogue* 45, no. 4 (2014): 373-390.
- Daniela Donna and Bruce Russett, "Islam, Authoritarianism, and Female and Empowerment: What Are the Linkages?" *World Politics*, Volume 56, Number 4, July 2004.

Week 12 – April 25th - Legacies of Conflict

- Parents Circle. "Personal Stories." www.theparentscircle.org
- <https://www.npr.org/2021/03/15/976352794/syrias-civil-war-started-a-decade-ago-heres-where-it-stands>
- F. Gregory Gause III, "Beyond Sectarianism: The New Middle East Cold War," Brookings Institution, July 22, 2014.
- *Ayse Tekdal Fildis, "Roots of Alawite-Sunni Rivalry in Syria." *Middle East Policy* 19.2 (2012): 148-156.
- Pierret, Thomas. "Salafis at War in Syria: Logics of Fragmentation and Realignment."
- *Del Sarto, Raffaella A. "Sectarian securitization in the Middle East and the case of Israel," *International Affairs*, Volume 97, Issue 3, May 2021, 759–778.
- *Ali Kassem. "Anti-Muslim hate on the eastern shores of the Mediterranean: Lebanon, the Hijab, and modernity/coloniality," *Ethnic and Racial Studies*, 2021, 44:12, 2213-2233.

Week 13 – May 2nd - Modern Public and Modern Public Engagement

*Opinion Polls:

- Arab Barometer "Civic Engagement." https://www.arabbarometer.org/wp-content/uploads/AB_Civic_Engagement_public-opinion-2019-1.pdf
- Arab Barometer "Youth in MENA." <https://www.arabbarometer.org/publication/youth-in-mena-findings-from-the-fifth-wave-of-the-arab-barometer/>
- Arab Barometer "Politics and Social Media." https://www.arabbarometer.org/wp-content/uploads/AB_Media_Report_Final_Public-Opinion-2019-5.pdf

SAMPLE SYLLABUS



NYU | WASHINGTON DC

- o BBC. “The Arab world in seven charts: Are Arabs turning their backs on religion?”
<https://www.bbc.com/news/world-middle-east-48703377>

Readings:

- *Staeheli, Lynn, and Caroline R Nagel. “Whose Awakening Is It? Youth and the Geopolitics of Civic Engagement in the ‘Arab Awakening.’” *European Urban and Regional Studies* 20, no. 1 (January 2013): 115–19.
- Adler, Richard P., and Judy Goggin. “What do we mean by “civic engagement”?” *Journal of transformative education* 3, no. 3 (2005): 236-253.
- *World Bank. “Mainstreaming Citizen Engagement in the Middle East and North Africa.”
<https://blogs.worldbank.org/arabvoices/mainstreaming-citizen-engagement-middle-east-and-north-africa-region>
- Carnegie Europe. “The Coronavirus and Civic Activism in the Middle East and North Africa.”
<https://carnegieeurope.eu/2020/12/07/coronavirus-and-civic-activism-in-middle-east-and-north-africa-pub-83142>
- *Arab Center Washington DC. “Authoritarianism and the Middle East in the time of Covid19.”
<https://arabcenterdc.org/resource/authoritarianism-and-the-middle-east-in-the-time-of-covid-19>

Week 14 – May 9th – Final Presentations