

POL-UA 9540L01 / MEIS-UA 9750L01

The Politics of the Near + Middle East

NYU London

Instructor Information

- TBA

Course Information

- Tuesdays and Thursdays, 1pm to 2.15pm.
- NYU London campus, 6 Bedford Square.
 - **Class room number – 104**

Course Overview and Goals

Historical-political background of the Middle East and its contemporary social and political problems, including the impact of the West; religious and liberal reactions; conflict of nationalisms (Arab, Iranian, Turkish, and Zionist); and revolutionary socialism. Specific social, political, and economic problems - using a few selected countries for comparison and analysis - including the role of the military, the intelligentsia, the religious classes, the legitimation of power, urban-rural cleavages, bureaucracy, and political parties.

Upon Completion of this Course, students will have:

- A grounding in the politics, history and society of the modern Near + Middle East.
- Been introduced to working with primary sources by the use of limited original documents and sources.
- Examined and understood models of political and social development in the region that differ from Western models of liberal democracy, secularism, and capitalism.
- To provide a foundation for the analysis of past and current regional conflicts.

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/Activities	Description of Assignment	% of Final Grade	Due
1 st essay/paper	1,500 – 2,000 word 'Research essay/paper'.	15%	Week 4
2 nd essay/paper	2,000 – 3,000 word 'Research essay/paper'.	25%	Week 10
Simulation Exercise	Group exercise undertaken during a class.	20%	Session 20
Final examination	A 2 hour exam at the end of the course.	40%	

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A	A : 94% and higher A- : 90% to 93%	A-quality work is based on a range of primary and secondary sources, but it will go beyond those sources to draw its own conclusions. An A-quality essay will also be elegantly structured and very well argued and written.
B	B+ : 87% to 89% B : 84% - 86% B- : 80% to 83%	B-quality work is well organized, using a close analysis of its sources to make a useful point, backed up with some secondary material. Conversely, a B-quality paper may be as original, even adventurous, as an A-grade paper, but only merit a B because it is badly-structured or poorly written.
C	C+ : 77% to 79% C : 74% - 76% C- : 70% to 73%	C-quality work fulfils the basic conditions of the assignment. It has an argument and demonstrates a basic understanding of the subject, but this is not supported by close or wide reading. A C-quality essay may contain obvious gaps or internal

Letter Grade	Percent	Description
		contradictions and it may also be structured in a confusing way or full of grammatical errors.
D	D+ and D: 65% - 70%	D-quality work lacks an argument and its point is unclear. It may often leap from subject to subject without a smooth transition. A D-quality essay may simply summarise material without analysis. Serious grammatical flaws or unreadability can result in a D being awarded to a paper that would otherwise have earned a C.
F	65% and lower	An F is awarded to a paper which barely tries to tackle its subject. It will have no argument and show little acquaintance with the relevant texts. Any paper which is plagiarized, incomprehensible or incomplete will earn an F.

Course Materials

Required Textbooks & Materials

- Beverly Milton-Edwards, Contemporary Politics In The Middle-East, 3rd Edition, Polity Press (2011) [ISBN-10: 074565231X / ISBN-13: 978-0745652313]
- David E Long, Bernard Reich, Mark Gasiorowski, The Government and Politics of the Middle East and North Africa, Perseus Books Group, 8th edition, 2016 [ISBN- 10: 081334994X / ISBN-13: 978-0813349947].
- Kirsten E. Schulze, The Arab-Israeli Conflict (Seminar Studies in History), Pearson, 1999.

(All are paperbacks, quite reasonably priced, and easily purchased, new or used)

Optional Textbooks & Materials

- **Recommended** – (No Author), Foreign Affairs Editor's Choice - The Middle East In Crisis, Council On Foreign Affairs, 2002. [ISBN: 0876093179]
- M.E.Yapp, The Near East since the First World War, Longman, Various Editions.
- Ritchie Ovendale, The Middle East since 1914, Longman, Various Editions.

(All paperbacks, quite reasonably priced, and easily purchased, new or used)

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Session/ Date	Topic	Summary	Required reading
Session 1:	Introduction class	Introduction class for the course.	Milton-Edwards – Introduction Chapter.
Session 2:	History overview	Charting the colonial legacy from which the modern Middle-East emerged and the State's and political movements that developed after foreign rule and as a reaction to it.	Milton-Edwards – Chapter 1, Colonial Rule.
Session 3:	Arab Nationalism (1)	In the 1960s and 70s Pan-Arab and Arab Socialist ideologies had huge influence in the Middle-East and within individual Arab States. But what are these ideologies, what do they share and how do they differ, why for a time were they so popular and effective, and what factors must we consider when seeking to explain their subsequent 'demise'?	Milton-Edwards – Chapter 2, Nationalism. Long, Reich + Gasiorowski, Libya chapter.
Session 4:	Arab Nationalism (2)	“ “	“
Session 5:	Egypt (1)	We will examine here one of the key regional powers, whose colonial and post-Independence experiences have been central to the fortunes of the entire Middle-East. Dominated by Nasser, Egypt changed radically after his death in the early 1970s, his successor Sadat signing a peace treaty with Israel. And it changed radically again in 2011 when Mubarak, was forced from office by an unprecedented popular 'revolt'. His successor, Egypt's first elected President, Mohamed Morsi, was himself removed by the military after just a year in office, with army chief Abdel Fattah el-Sisi then being elected in his stead in June 2014. Will the 'new' Egypt now develop as a stable democracy, or is further instability and turmoil likely?	Milton-Edwards – 'Case Study : Egypt' section, Chapter 1; and 'Unification Nationalism' section (inc. Case Study : Egyptian Nationalism), Chapter 2. Long, Reich + Gasiorowski – Egypt chapter.
Session 6:	Egypt (2)	“ “	“
Session 7:	Lebanon (1)	What is a Consociational democracy, what specific elements made up the Lebanese system, and has it worked as a system designed to ensure political representation for each of Lebanon's religious and	Milton-Edwards – 'Lebanon – The politics of a deeply divided

Session/ Date	Topic	Summary	Required reading
		ethnic groupings and avoid conflict between them? Was the notion of a united and peaceful Lebanon ever viable, and what role did its electoral system play in the failed attempts at nation building? Could the ethnic and factional conflicts that deteriorated into bloody civil war, have been avoided, and has the system since the end of the civil war addressed the political and social challenges that still dominate the country? And following Syria's withdrawal from Lebanon, Israel-Hizbollah conflict, and the ongoing turmoil in neighbouring Syria, what challenges, domestic and foreign, does it continue to face?	society' section, in Chapter 4. Long, Reich + Gasiorowski – Lebanon chapter.
Session 8:	Lebanon (2)	“ “	“
Session 9:	Syria (1)	We will examine Syria, currently in the midst of unprecedented political and social upheaval. We will assess where Syria stands under Bashar Assad, who came to power after the death of his father who had ruled Syria for 30 years. How has Syria changed politically and socially since Bashar came to power, and why have his people risen-up against him? Will the current regime survive, and if not what are the implications for Syria, its neighbours and the wider region?	Milton-Edwards – 'Case Study : The Alawites of Syria' section, in Chapter 8. Long, Reich + Gasiorowski – Syria chapter.
Session 10:	Syria (2)	“ “	Articles/other reading to be emailed by Professor Segal
Session 11:	Jordan (1)	The death of King Hussein in 1999 created a potentially problematic power vacuum in Jordan, but the transition of power to his son Abdullah was surprisingly smooth. Jordan nonetheless continues to be in a delicate position, a militarily weak state lying between powerful Israel and Iraq, and linked, politically and geographically, to the Palestinians. This reflects its historic position as a part of historic Palestine, claimed in the past by both Zionists and Palestinians, and considered an illegitimate state by many Arab Nationalists. Serious domestic challenges continue, including threats from al-Qaeda and ISIS/IS in neighbouring Iraq and Syria, growing numbers of Syrian and Iraqi refugees, and the fact that the Israeli-Palestinian conflict is not only unresolved but is as volatile as it has been for many years, with all the implications this has for Jordan's predominantly Palestinian population. Might these factors even threaten the future of the Hashimite regime itself?	Milton-Edwards – 'Case Study : Jordan - A Façade Democracy' section, Chapter 6. Long, Reich + Gasiorowski – Jordan chapter.
Session 12:	Jordan (2)	“ ”	“

Session/ Date	Topic	Summary	Required reading
Session 13:	Iraq (1)	Iraq come to true prominence, regionally and globally, after Saddam Hussein's rise to power in 1979. Within months he had invaded Iran, and once that war was over Iraq invaded Kuwait in 1990. After years of increasing international pressure, and the slide into international pariahdom, Saddam was finally toppled in 2003 by the US and its allies. Can stability and true democracy be brought about in the new Iraq? How can a State and political system be constructed that will keep Shi'ites and Sunnis happy, Arabs, Kurds and Turkman happy, and provide for the needs of all the country's constituent communities?, What are the implications and legacy of ISIS/IS's rule of large parts of Iraq, and the ongoing threat they pose?	Long, Reich + Gasiorowski –Iraq chapter. Articles/other reading to be emailed by Professor Segal
Session 14:	Iraq (2)	“ ”	“
Session 15:	The Arab-Israel Conflict	The conflict between the State of Israel and its Arab neighbours, that had in essence began before Israel had even been officially established, has been the dominant context of the politics and history of the post-War Middle-East. For the contemporary issues to be appreciated in full context, the political, diplomatic and military history needs to be understood. For the regional parties it was a conflict about survival and continuance (in Israel's case), recognition (in the Palestinians' case), and for national pride, independence and regional status (for the Arab world). Also a testing ground for the arms of the USA and the Soviet Bloc, and a playground for the political, diplomatic and covert conflicts of East and West, the Middle-East was a region that formed a major facet of the Cold War and was an area many feared may as a consequence have been the genesis for a Third World War.	Milton-Edwards – Chapter 4, War and Lack of Peace. And the whole of the short Schulze text deals with this entire period, each war separately and the peace process.
Session 16:	The Israeli-Palestinian peace process.	The Israeli-Palestinian peace process that arose in the early 1990s was a development of truly historic proportions, promising to bring to an end the region's longest lasting, and most sensitive and important, political and military conflict. Defined by mutual recognition, and the notions of Land For Peace and a Two-State Solution, the formula worked out at Oslo and developed later in negotiations between the two sides for a time looked like it would indeed be the structure through which a lasting peace would develop. The reasons why this did not come to pass, and why the process actually collapsed after the Camp David talks in late-2000, is now a debate of huge political significance, and will be examined here at	Long, Reich + Gasiorowski – the 'Foreign and Security Policy' + 'The Search For Friends and Allies' sections. Long, Reich + Gasiorowski – The Peace Process section.

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		length. What factors need to be considered, can one side alone be blamed, was the process always doomed to failure or are individual leaders to blame for its collapse? What lessons can be learned if peace is to be attained in the future?	
Session 17:	Israel: Democracy or Anarchy?	The State of Israel, from its inception until the present day, has known nothing but coalition government, there being no less than three parties in every single one of its governments to date. This has come to pass due to Israeli elections being conducted under the 'purest' of Proportional Representation systems, While it can be rightly argued that the system has allowed Israel's multifaceted, multiethnic population to be reflected in political life, which some claim may have helped it avert civil war, many believe however that the system has frequently rendered Israel politically impotent. Why has this been the case ? Why have attempts at electoral reform always failed or only resulted in only limited change ? And how is the continued necessity for coalition government affecting Israel's governance and political life today?	Milton-Edwards – 'From Democracy to Ethnocracy in Israel section, Chapter 6. Long, Reich + Gasiorowski – the 'Political Environment', 'Religion and the State' and then the three political sections of the Israel chapter.
Session 18:	Palestinian politics	Palestinian politics is in a vital and intriguing place, with the secular 'Old Boys' the PLO and the Islamist 'Newcomers' Hamas vying for power and control. Examining the Palestinian Authority and its political institutions we will look at which of the two will likely prevail in their power struggle, whether either faction's policy agenda will change in regards to domestic and regional challenges that will need to be faced, how Palestinian democracy and governance will be affected, and how this will all impact the lives of average Palestinians. Finally, how will developments affect Palestinian-Israeli relations, and thus the prospects for peace?	Milton-Edwards – Case Study : Hamas, Chapter 5. Long, Reich + Gasiorowski –the 'Political Environment', 'Religion and the State' and then the three political sections of Israel/Palestinians chapter.
Session 19:	Iran (1)	The Iranian Revolution in 1979, and the replacement of a secular, pro-Western regime with a state run under traditional Islamic religious precepts, was an event of enormous importance not just for Iran but for the Muslim world and the Middle-East. Its implications and affect are still felt today. This class will examine whether the characterisations 'Revolutionary State' and 'Islamic Governance' apply to the Iran of today. How has Iran changed in the years following the death of the revolution's leader and spiritual leader Ayatullah Khomeini? How far did Iran change politically under Mohammad Khatami, what difference did the election of Ahmadinejad make, and are the 'reformist' or 'conservative' wings exerting most influence on	Long, Reich + Gasiorowski – Islamic Republic of Iran chapter. Milton-Edwards – 'Case Study : The Iranian Revolution' section, Chapter 5; <u>and</u> 'Case Study : From Beyond The Veil – Iran Since the

Session/ Date	Topic	Summary	Required reading
		Iranian political life today? Finally, how will the current President, Hasan Rohani, affect Iran's domestic and foreign policy, and the ongoing controversy surrounding Iran's nuclear programme?	Revolution' section, Chapter 7.
Session 20:	SIMULATION EXERCISE	Details to be confirmed by Professor.	----
Session 21:	Iran (2)	<i>Continuation of session 19</i>	<i>Continuation of session 19</i>
Session 22:	Turkey (1)	The nature of the internal dynamic within the modern state of Turkey has been a source of continued academic debate, its unique official status as a secular Muslim state, and the reality of the relationship between its political and military establishments had made it something of an anomaly in the region. A non-Arab Muslim state, and sitting on the cusp of Europe and the Middle-East, it holds a singular place sociologically and geographically. But is the nature of the contemporary State still guided by the principles of its founder Ataturk, or is the political dominance of AK Party and President Erdogan changing this for good? Is Turkey even a democracy today, or is it increasingly become an 'elected dictatorship'?	Milton-Edwards – 'WWI and the Death of the Ottoman Empire' section, (Chapter 1). Long, Reich + Gasiorowski – Republic of Turkey chapter.
Session 23:	Turkey (2)	“ ”	“
Session 24:	Saudi Arabia (1)	While the Saudi political and social system has been described by many as being 'feudal', the reality of the Kingdom of Saudi Arabia is that it is a contradiction, both a traditionalist Islamic State and an oil economy, an ally of the US while at the same time the home of ideological movements from which radical elements like al-Qaeda have emerged. Also the land of the two holiest cities in Islam, the House of Saud have for decades had to navigate a fine line between the economic realities of the State, the demands of being protectors of the Holy sites, and dealing with nationalist and Islamist elements inside and out questioning the legitimacy of the regime. Does the notion that Saudi Arabia's financial autonomy has granted the oil-rich state immunity from societal pressures still apply to it today, or do many of its domestic challenges actually stem from its oil wealth? And what challenges does the rise in Islamic radicalism within the Kingdom and the wider Middle-East bring for the Saudi regime and its ability to maintain order and ensure its future ability to exist as a Western orientated oil economy?	Milton-Edwards – Chapter 3, Political Economy: Riches of a Region Long, Reich + Gasiorowski – Kingdom of Saudi Arabia chapter.
Session 25:	Saudi Arabia (2)	“ ”	“

Session/ Date	Topic	Summary	Required reading
Session 26:	Conclusion/ Revision	Conclusion session and exam preparation.	To be advised.
Session 27:	Conclusion/ Revision	Conclusion session and exam preparation.	To be advised.
Session 28	Conclusion/ Revision	Conclusion session and exam preparation.	To be advised.
Final assessment	Examination	Final exam, 2 hours.	

Classroom Etiquette

- Macs/PCs/tablets may only be used for class related activity. Mobile phones should be set on silent and should not be used in class except for emergencies. Food is not to be consumed in class – you may though drink (non-alcoholic!) beverages in class.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Disruptive Student Behavior Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (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.

Instructor Bio

Hagai M. Segal is an award-winning academic, consultant and analyst. A political scientist and historian, he has specific expertise in regards the Middle-East, geopolitics and terrorism. A frequent contributor on radio and TV, and an advisor to counter-terror and security agencies and corporations and companies across the globe, Segal has participated in Israeli-Palestinian peace talks. He has lectured at NYU London since 2004.