



2018-2019 Academic Year — Fall 2018 ‘Block Week’ Course Outline
UNIVERSITY OF CALGARY — DEPARTMENT OF POLITICAL SCIENCE

Poli 369-L01	Government & Politics of the Middle East
Instructor	Tareq Y. Ismael — SS 746
	Ph. 220-5928
E-mail	tismael@ucalgary.ca
Office Hours	F 12:00 – 01:00, and by appointment.
Class Time	MTWRF (August 27 - 31) 09:00 – 17:00
Class Location	KNB 126

COURSE DESCRIPTION & OBJECTIVES

The purpose of this course is to acquaint students with the basic political developments and processes that have shaped the modern Middle East. This course will also provide students with various tools of political analysis enabling the critical evaluation of the politics of the region. These include the building blocks of a critical approach to the region, an introduction to major political trends, socio-economic patterns, as well as intellectual and ideological traditions of the region and its analysis by scholars. While this course is primarily a survey of Middle East politics and its historical foundations, it will pay attention to the ongoing upheaval throughout the Middle East and students are expected to follow current affairs as well as engage with the supplementary readings to widen the scope of your knowledge.

Over the course of five days students will investigate patterns of interaction within the Middle East region, as well as between that region and the wider world, by focusing on issues of state construction, the legacy of imperialism and colonialism, the role of religion and ethnic nationalism, conflict and reconstruction, the utility of military intervention, licit and illicit trade, the impacts of ecological change, the international political economy of energy, the global political economy and mobility of refugees, migrants and stateless peoples. Such a wide scope is not captured comprehensively within even a regular twelve-week term, so the block week format will serve as a focused primer, allowing students the ability to observe the scope of issues involved while focusing on only a short handful for their own learning.

Based upon the background materials presented through the course readings, lectures, and documentary films, students will be encouraged to join in class discussions to examine trends in Middle East politics. In doing so, the objectives of the course are for students to begin to develop habits of mind that exhibit critical thinking about sources of information, assumptions within descriptions and analysis of politics by scholars and media, and to thereby question the agenda-setting and framing of politics by the mainstream media, academics and political actors. The course is meant to encourage a critical faculty towards politics and a mindfulness that allows students to begin their study without being subsumed by any one perspective (*see also* the box on Critical Thinking at the bottom of page 3).

Upon completion of the course students should be familiar with and able to demonstrate an active interest in Middle East politics, critically evaluate and distinguish media and other sources of information, as well as confidence in discussing ideas freely within classroom discussions with the instructor and graduate T.A. as well as other students. In this experience the ability to demonstrate their own facility with critical thinking - *as a habit of mind* - should emerge within both oral and written work. This will include, an ability to analyze and debate political events in a coherent manner, the ability to form individual conclusions, as well as an ability to think systematically in an effort to construct logical arguments about Middle East politics.

REQUIRED TEXTBOOK

Government and Politics of the Contemporary Middle East: Continuity and Change 2nd Edition
 by Jacqueline S. Ismael, Tareq Y. Ismael and Glenn E. Perry
 New York/London: Routledge; 2nd edition (2015)
 ISBN-10: 1138786527 | ISBN-13: 978-1138786523

RESERVE READINGS

Christopher Phillips. *The Battle for Syria: International Rivalry in the New Middle East*. Yale University Press (2016) ISBN-10: 030021717X | ISBN-13: 978-0300217179

Ebook link :

[<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=11253063>]

Joseph Sassoon. *Anatomy of Authoritarianism in the Arab Republics*. Cambridge University Press (2016) ISBN-10: 1107618312 | ISBN-13: 978-1107618312

Asef Bayat. *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford University Press (2017) ISBN-10: 1503602583 | ISBN-13: 978-1503602588

Andrew J. Bacevich. *America’s War for the Greater Middle East: A Military History*. Random House (2016) ISBN-10: 0553393936 | ISBN-13: 978-0553393934

COURSE REQUIREMENTS & GRADING (Tentative and subject to change)

Exam/Quiz #1	Tuesday 28 August	25%
Exam/Quiz #2	Thursday 30 August	25%
Final Exam (Take-Home)*	Due electronically (to D2L Dropbox) Friday 14 September (prior to 11:59 p.m.)	35%
Book Review	Due electronically (to D2L Dropbox) Monday 01 October (prior to 11:59 p.m.)	15%

Final exam must be submitted to attain a final grade for the course

No aids will be allowed during in-class exams/quizzes (notes, open book, smart phone, etc.)

Quizzes/Exams — The first and second Exam(s)/Quizzes will take place at the beginning of each day’s class session (see daily schedule). Each will be comprised of fifty (50) multiple-choice questions based on the required readings, associated class lecture, and the documentary film shown.

Make Up Exam(s)/Quizzes – Are only possible if a student has an acceptable excuse (as outlined in the University of Calgary Calendar) and provides necessary documentation. Make up quizzes/exams are administered and scheduled by the department; the schedule will be made available on Desire2Learn. Arrangements for any make-up **must** be approved by the instructor prior to the in-class exam day.

Note: Make ups may be in an alternative format (such as a short essay).

Material covered in each course component:

Grade	Readings	Lecture(s)	Film(s)
Exam/Quiz 1 25% of final Tuesday	<ol style="list-style-type: none"> 1. Textbook: Introduction: Middle East politics in the twenty-first century: patterns of continuity and change'; 'The Burden of History: From Empire to Nation States'; and 'The Legacy of Islam: Continuity and Change' 2. ECFR, "The Middle East's New Battle Lines" 	Monday	1913: Seeds of Conflict
Exam/Quiz 2 25% of final Thursday	<ol style="list-style-type: none"> 1. Textbook: 'The Republic of Turkey', 'The Arab Republic of Egypt' and 'The Republic of Iraq' 2. Kirkpatrick, "The White House and the Strongman" 3. Miller and Dunne, "Losing Egypt to Russia Isn't the Real Problem" 4. Sjursen, "Surging to Failure," 5. Abdul-Ahad, "After the liberation of Mosul" 	Tuesday and Wednesday	'The Square' and 'Saddam, America's best enemy'

The Final Exam (35%) will be a take home assignment and be due Friday September 14, 2018. It will be cumulative (assessing all the materials from the course) and comprised of two (2) essay responses, not to exceed 1500 words each, to a selection of prompts/questions that will be distributed at the end of the final course session. Your response(s) are to be based on the required readings assigned, the lectures and the documentary films.

Critical Thinking skills and assessment of alternative sources is both of paramount importance for the student of politics and exceedingly difficult to assess in assignments of sufficient length in an undergraduate course setting. The Take Home final exam will provide students with two weeks to reflect on the block week course sessions, to revisit the lectures, required readings and documentary films, and then respond to two essay questions/prompts provided on the final day of class.

To exhibit the critical thinking skills indicated in the course objectives above, and found in the essay assessment rubric (found on D2L), you should attempt to demonstrate seven habits of thinking in your essay responses: i) identify and concisely explain the problem / question at issue; ii) identify the context this issue is found in while also recognizing the influence of the context on different stakeholders and the issue itself; iii) present your own perspective and position related to the issue; iv) acknowledge other perspectives salient to the issue (especially those provided in the course resources!); v) identify and evaluate the key assumptions behind the claims, assertions and recommendations made; vi) evaluate the quality of supporting data/evidence (in a research project you could then provide additional data as needed); and vii) evaluate conclusions, implications, and consequences.

***Note: The Take-Home Final Exam, due **Friday 14 September**, is to be submitted electronically to the course D2L site prior to 11:59 p.m.*

The Book Review (15%) will be a take home assignment and be due Monday October 1, 2018. Each student will be responsible for selecting one (1) of the following books for review and crafting a critical essay-style book review – not to exceed five pages in length. The book review will see you ‘situate’ the book in relation to the other course components (required readings, lectures, documentaries etc.).

See assignment handout sheet for instructions (pages 11-12 below).

America’s War for the Greater Middle East: A Military History (480 pages)

Andrew J. Bacevich

(Random House, 2017)

ISBN-10: 0553393952 | ISBN-13: 978-0553393958

America’s Continuing Misadventures in the Middle East (256 pages)

Chas W. Freeman Jr.

Just World Books 2nd Edition (2016)

ISBN-10: 1682570053 | ISBN-13: 978-1682570050

Chaos and Counterrevolution: After the Arab Spring (256 pages)

Richard Falk

(Just World Books, 2015)

ISBN-10: 1935982508 | ISBN-13: 978-1935982500

The New Arab Wars: Uprisings and Anarchy in the Middle East (304 pages)

Marc Lynch

(PublicAffairs, 2016)

ISBN-10: 161039609X | ISBN-13: 978-1610396097

***NOTE: these books have **not** been ordered into the University of Calgary Bookstore. They are widely available in retail bookstores and online vendors – should any concern arise in accessing materials please inform the instructor.*

***NOTE: The Book Review assignment, due **Monday 01 October 2018**, is to be submitted electronically to the course D2L site prior to 11:59 p.m. that day*

Writing Statement:

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

POLI 369 Grading Schema:

A percentage grading system is used in marking, based upon the percentage weights of exams. These grades will be added together to obtain the final letter grade.

Letter Grade	Grade Point	Percentage*	Grade Description
A+	4.00	96-100	<i>Excellent</i> <ul style="list-style-type: none"> all the below achieved at a level of “excellence” clear evidence that the student has initiated an approach to the topic
A	4.00	90-95	
A-	3.70	85-89	
B+	3.30	80-84	<i>Above Average</i> <ul style="list-style-type: none"> all the “C” requirements, but obviously at an above level a demonstrated critical-evaluative capacity, that is, the ability to place differing degrees of value upon a variety of elements within an analysis, rank them in priority, and attempt to justify and show their importance in terms of their effect the ability to demonstrate a position taken with regard to an issue, and a related ability to defend the position with reasonable logical, historical, political, and social evidence
B	3.00	75-79	
B-	2.70	70-74	
C+	2.30	65-69	<i>Satisfactory</i> <ul style="list-style-type: none"> demonstrated knowledge of basic facts relevant to the area demonstrated capacity to apply a variety of political science concepts an ability to apply abstract models to an issue so as to increase one’s understanding of the area a beginning ability to make evaluative statements about materials that are primarily descriptive <i>Note: Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</i>
C	2.00	60-64	
C-	1.70	55-59	
D+	1.30	53-54	
D	1.00	50-52	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.
F	0.00	0-49	Fail - unsatisfactory performance or failure to meet course requirements.

*provided for information purposes only

See: <https://ucalgary.ca/pubs/calendar/current/f-1-1.html>

A note on grades:

I do not negotiate grades; however, I am available for clarification. If you believe that your grade does not accurately reflect the quality of your work, you are advised to initiate the Faculty's formal appeal process.

The Use of Electronics:

Laptops are not allowed in class. Cell phones should be turned off, and are not to be used in class for any reason.

Email Policy:

Email should be treated as a professional communication. Basic rules of grammar and etiquette apply. Emails that do not follow this will not be answered. Emails will be answered in due time, but not always immediately.

If you have questions regarding class material please raise them in class at the earliest convenience as doing so will often be to the benefit of others as well. Office hours are for questions relating to the course mechanics and should not be seen as an opportunity for a private 'tutorial'. Moreover, grades will not be discussed over the phone or by emails. Students are encouraged to use the **office hours and class time** for such purposes.

CURRENT AFFAIRS

Students are responsible for addressing current affairs and should pay attention to the nature of media coverage by comparing western reports on current affairs with those emanating from Europe, Asia and the Middle East. Some alternative sources include:

Al-Jazeera (Qatar): <http://english.aljazeera.net>

Al-Ahram Weekly (Egypt): <http://weekly.ahram.org.eg/>

Haaretz (Israel): <http://www.haaretz.com/>

Jordan Times (Jordan): <http://www.jordantimes.com>

Asian Times Online (Taiwan): <http://www.atimes.com/>

BBC (UK): <http://www.bbc.co.uk/>

CBC (Canada): <http://www.cbc.ca/>

New York Times (USA): <http://www.nytimes.com/>

Foreign Policy (USA): <http://mideast.foreignpolicy.com/>

The Economist (UK): <http://www.economist.com/world/middle-east-africa>

The New Yorker (USA): <http://www.newyorker.com/>

The Guardian (UK): <http://www.theguardian.com/uk>

The Independent (UK): <http://www.independent.co.uk/>

LA Times (USA): <http://www.latimes.com/>

Toronto Star (Canada): <http://www.thestar.com/>

RT (Russia): <http://rt.com>

Al-Monitor (USA): <http://www.almonitor.com/>

Jadaliyya (USA+): <http://www.jadaliyya.com/>

COURSE SCHEDULE AND READINGS

(tentative and subject to change; all articles are available through the library or freely online)

Monday: *Middle East politics: patterns of continuity and change*

Required Readings:

- *Textbook:* ‘Introduction: Middle East politics in the twenty-first century: patterns of continuity and change’; ‘The Burden of History: From Empire to Nation States’; and ‘The Legacy of Islam: Continuity and Change’
- “The Middle East’s New Battle Lines” by Julien Barnes-Dacey, Ellie Geranmayeh, and Hugh Lovatt, *ECFR* (European Council of Foreign Relations). May 2018.
https://www.ecfr.eu/mena/battle_lines/
- Documentary film: “The Other Side of Suez” (59 minutes)
Link: <http://www.imdb.com/title/tt3589050/>

Suggested Readings:

- The Sunni-Shia Divide: A CFR InfoGuide Presentation
U.S. Council on Foreign Relations
Link: <https://www.cfr.org/interactives/sunni-shia-divide#!/>
- The Arab Millennium Development Goals Report: Facing Challenges and Looking Beyond 2015. United Nations | League of Arab States [pp. 1-51]
Link: http://ba.one.un.org/content/dam/rbas/doc/MDGS_publications/Arab_MDGR_2013_English.pdf

Tuesday: *Turkey and Egypt: new state structures and the Ottoman legacy*

Required Readings:

- *Textbook:* ‘The Republic of Turkey’ and ‘The Arab Republic of Egypt’
- David D. Kirkpatrick, “The White House and the Strongman: How the Obama administration watched the demise of Arab democracy — and paved the way for Trump’s embrace of dictators,” *The New York Times - Sunday Review*. July 27, 2018.
Link: <https://www.nytimes.com/2018/07/27/sunday-review/obama-egypt-coup-trump.html>
- Andrew Miller and Michele Dunne, “Losing Egypt to Russia Isn’t the Real Problem—but Collapse Is: Cairo is no longer a prize to be won, but a weak state in need of reform,” *The National Interest*. July 20, 2018.
Link: <https://nationalinterest.org/feature/losing-egypt-russia-isnt-real-problem%E2%80%94collapse-26336>
- Documentary Film: ‘The Square’ Website: <http://thesquarefilm.com>

Suggested Readings:

- Yüksel Sezgin, “How a constitutional amendment could end Turkey’s republic,” *The Washington Post - Monkey Cage* blog. 24 January 2017
- Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/01/24/how-a-constitutional-amendment-could-end-turkeys-republic>
- Sarah Carr, “Egypt under the New July Republic,” *Jadaliyya*. (02 July 2015) Link: <http://www.jadaliyya.com/pages/index/22041/egypt-under-the-new-july-republic>
- Ümit Cizre, “Turkey in a Tailspin: The Foiled Coup Attempt of July 15,” *MERIP*. 10 August 2016. Link: <http://www.merip.org/mero/mero081016>
- Omar Ashour, “Myths and realities: The Muslim Brothers and armed activism”, *Al Jazeera English* (2014, August 12)
Link: <http://www.aljazeera.com/indepth/opinion/2014/08/myths-realities-muslim-brothers--20148129319751298.html>

Wednesday: *Iraq: the destruction of a state and defilement of a people*Required Readings:

- *Textbook* ‘The Republic of Iraq’
- Danny Sjrursen, “Surging to Failure,” *TomDispatch*. 9 March 2017
- Link: http://www.tomdispatch.com/post/176252/tomgram%3A_danny_sjrursen%2C_surging_to_failure/
- Ghaith Abdul-Ahad, “After the liberation of Mosul, an orgy of killing,” *The Guardian Longreads*. Tuesday 21 November 2017.
- Link: <https://www.theguardian.com/world/2017/nov/21/after-the-liberation-of-mosul-an-orgy-of-killing>
- Documentary Film-1: Shock and Awe (2017)
Link: <https://www.imdb.com/title/tt5540992/>
- Documentary Film-2: ‘Saddam, America’s best enemy: a film’ (2005) by Pascal Vasselin
Link: http://www.imdb.com/title/tt0466326/?ref =fn_al_nm_1a

Suggested Readings:

- Maha El Dahan and Raya Jalabi, “How Iraq’s agricultural heartland is dying of thirst,” *Reuters*. July 25, 2018. <https://www.reuters.com/investigates/special-report/iraq-water-nineveh/>
- Paul Rogers, “Washington’s wars: in a fix: A distracted Trump administration is unable to focus even on its own anti-ISIS summit.” *openDemocracy*. 23 March 2017
<https://www.opendemocracy.net/paul-rogers/washingtons-wars-isis-trump-military>
- Paul Rogers, “ISIS’s "far-enemy" friends: The western politicians most hostile to Islam are feeding ISIS's worldview,” *openDemocracy*. 2 March 2017
- <https://www.opendemocracy.net/paul-rogers/isiss-far-enemy-friends> Dexter Filkins, “What we Left Behind,” *The New Yorker* (April 28, 2014). Link: http://www.newyorker.com/reporting/2014/04/28/140428fa_fact_filkins

Thursday: *The Levant: Syria, Lebanon and Israel: civil war and the question of Palestine***Required Readings:**

- *Textbook:* ‘The Syrian Arab Republic and the Lebanese Republic’, ‘Israel and the Palestine National Authority’
- Théodore McLaughlin, “Why has the Syrian civil war lasted so long?” *The Washington Post - Monkey Cage blog*. July 27, 2018
- Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/27/why-has-the-syrian-civil-war-last-ed-so-long/>
- Ben White, “Why Now?” *Palestine Square*. July 23, 2018
- Link: <https://palestinesquare.com/2018/07/23/jewish-nation-state-law-why-now/>
- Rashid Khalidi, “‘The Palestinians Have Not Forgotten, They Have Not Gone Away’ - Seventy years after the Nakba, Israel has not succeeded in erasing Palestine—or the Palestinians,” *The Nation*. May 10, 2018
- Link: <https://www.thenation.com/article/after-the-nakba-the-persistence-of-palestine/>
- Documentary film: ‘1913 Seeds of Conflict’ Website: <http://1913seedsofconflict.com/>
Trailer: <https://www.youtube.com/watch?v=OlVTVvuI3oE>

Suggested Readings:

- Asli U. Bali and Aziz Rana, “Remember Syria?” *The Boston Review*. July 18, 2018
<https://bostonreview.net/war-security/asli-bali-aziz-rana-trump-putin-syria>
- Danny Makki, “Why sectarianism fails at explaining the conflict in Syria,” *openDemocracy*. 5 February 2017.
 - Link: <https://www.opendemocracy.net/arab-awakening/danny-makki/why-sectarianism-fails-at-explaining-conflict-in-syria>
- Paul Rogers, “Understanding Your Enemy: Donald Trump and IS.” *Oxford Research Group*. 30 January 2017
 - Link: http://oxfordresearchgroup.org.uk/publications/paul_rogers_monthly_briefing/understanding_your_enemy_donald_trump_and
- Ishaan Tharoor, “Syrians on both sides of civil war oppose breakup of their nation, study finds,” *The Washington Post*. 19 February 2015)
Link: <http://www.washingtonpost.com/blogs/worldviews/wp/2015/02/19/syrians-on-both-sides-of-civil-war-oppose-breakup-of-their-nation-study-finds/>
 - *Note* – For the full report see: “Maybe We Can Reach a Solution: Syrian Perspectives on the Conflict and Local Initiatives for Peace, Justice, and Reconciliation,” Charney Research Report (19 February 19, 2015)
Link: <http://www.charneyresearch.com/resources/maybe-can-reach-solution-syrian-perspectives-conflict-local-initiatives-forpeace-justice-reconciliation/>
- Guy Ben-Porat and Fany Yuval, “Why Ethiopian Jews are protesting police violence in Israel,” *The Monkey Cage blog – The Washington Post*. (08 May 2015)
Link: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/05/08/why-ethiopian-jews-are-protesting-against-police-violence-in-israel/>
- Mitchell Plitnick, “The Cold Realities of US Policy in Israel-Palestine,” *MERIP* 275 Middle East Research and Information Project. (15 October 2014)
Link: <http://www.merip.org/mero/mero101514>

Friday: *The Arab States of the Gulf and the Gulf Cooperation Council (GCC)*Required Readings:

- *Textbook:* ‘The Gulf Cooperation Council (GCC)’
- Ben Rich, “Authoritarian Reformism in Saudi Arabia,” *E-International Relations*. July 23, 2018 <http://www.e-ir.info/2018/07/23/authoritarian-reformism-in-saudi-arabia/>
- Rosie Bsheer, “How Mohammed bin Salman Has Transformed Saudi Arabia,” *Jadaliyya* June 27, 2018 <http://www.jadaliyya.com/Details/37696/How-Mohammed-bin-Salman-Has-Transformed-Saudi-Arabia>
- Documentary Film: “Bitter Rivals: Iran and Saudi Arabia” PBS Frontline (February 20 and 27, 2018)
Link: <https://www.pbs.org/wgbh/frontline/film/bitter-rivals-iran-and-saudi-arabia/>

Suggested Readings:

- “Vision or mirage? Saudi Arabia’s post-oil future: Bold promises from a young prince. But they will be hard to keep,” *The Economist*. (Apr 30th 2016). Link: <http://www.economist.com/news/middle-east-and-africa/21697673-bold-promises-bold-young-prince-they-will-be-hard-keep-saudi-arabias?zid=308&ah=e21d923f9b263c5548d5615da3d30f4d>
- “The new oil order: An impetuous prince is rattling the Middle East, but may also bring bold reform,” *The Economist*. (Apr 23rd 2016). Link: <http://www.economist.com/news/leaders/21697221-impetuous-prince-rattling-middle-east-may-also-bring-bold-reform-new-oil?zid=308&ah=e21d923f9b263c5548d5615da3d30f4d>
- David B. Roberts, “Breaking the Saudi rules of succession,” *The Monkey Cage blog –The Washington Post*. (27 May 2015) Link: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/05/27/breaking-the-saudi-rules-of-succession/>
- Ala’a Shehabi, “Bahrain’s sovereign hypocrisy,” *Foreign Policy* (14 August 2013) Link: http://mideast.foreignpolicy.com/posts/2013/08/14/bahrains_sovereign_hypocrisy
- Bilal Saab, “Arms and Influence in the Gulf,” *Foreign Affairs*. (05 May 2014) Link: <http://www.foreignaffairs.com/articles/141391/bilal-y-saab/arms-and-influence-in-the-gulf>
- Marc Lynch, “Explaining the Arab uprisings,” *The Monkey Cage - Washington Post* (19 August 2014) Link: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/08/19/explaining-the-arab-uprisings/>
- Robert Booth & Pete Pattison (2014, July 29). “Qatar World Cup stadium workers earn as little as 45p an hour,” *The Guardian* (UK) (29 July 2014)
Link: <http://www.theguardian.com/global-development/2014/jul/29/qatar-world-cup-stadium-workers-earn-45p-hour>

POLI 369 Critical Book Review Assignment Sheet

Weight: 15% of final grade

Length: Maximum five (5) pages in length

Each student will be responsible for selecting one (1) of the following books for review. You will also need to consider how your review is impacted by other course components (assigned, current events, lectures, films etc.) as well as acknowledge any outside sources you consult as you complete the review. The book review will see you 'situate' the book in relation to the other course components (required readings, lectures, documentaries etc.).

(1) Step one: select one of the following books to review [note: these books have not been ordered into the University of Calgary Bookstore. They are widely available in bookstores and online – should any single volume pose a concern please inform the instructor]:

America's War for the Greater Middle East: A Military History (480 pages)
 Andrew J. Bacevich
 (Random House, 2017)
 ISBN-10: 0553393952 | ISBN-13: 978-0553393958

The Battle for Syria: International Rivalry in the New Middle East (320 pages)
 Christopher Phillips
 (Yale University Press, 2016)
 ISBN-10: 030021717X | ISBN-13: 978-0300217179

Chaos and Counterrevolution: After the Arab Spring (256 pages)
 Richard Falk
 (Just World Books, 2015)
 ISBN-10: 1935982508 | ISBN-13: 978-1935982500

The New Arab Wars: Uprisings and Anarchy in the Middle East (304 pages)
 Marc Lynch
 (PublicAffairs, 2016)
 ISBN-10: 161039609X | ISBN-13: 978-1610396097

(2) Step two: read the book and craft your review! As with all of your writing assignments remember that your book review is written for an audience – who is your reader? In this case a fellow student from POLI 369, who is knowledgeable in the discipline of political science and is interested not just in the coverage and content of the book being reviewed, but also in your critical assessment of the ideas and argument(s) that are being presented by the author. The review should not be a summary of the book. Instead it should state what the book sets out to do and assess how well the author achieves that goal. Largely, the exercise we are all pursuing is asserting a truth claim – whether that is in a article, book, presentation or discussion in class: what is the central truth claim of your chosen author? Is there more than one?

Several ideas might well guide you as you read the book and develop your critical analysis – with any additional course components or outside materials kept in mind to support and inform your decisions: what does the author(s) set out to accomplish with the book – why did they write it and what do they mean to get across to a reader? Is there a theoretical framework found – is it explicit or are there theoretical and conceptual assumptions made by the author(s) you can take note of? What are those guiding concepts – are they clearly defined? Does the author(s) acknowledge the strengths and weaknesses' of the chosen approach? What is the thesis or central argument(s) found in the book? Are they presented as hypotheses? What methods are employed to test hypothesis, argument or assertions found in the book? The author's style – writing, expression, clarity etc. may play a role in your assessment – especially if it 'gets in the way' of understanding the material(s) or persuading a reader. What evidence is marshaled and is it critically evaluated – do you find the author's evidence persuasive in support of the overall argument? Does the book fit within the broader literature you have read in political science – are patterns and 'schools of thought emerging' as you develop your disciplinary knowledge? If so, where does this book fit? Does the book advance our knowledge of the subject?

No review will be able to address *all* of these aspects of the work – your task is in crafting a review that highlights those that seem most pertinent to your reading of the work.

Expectations and assessment rubric

	Main area of attention	Expectations
Introduction 0.5 page	<ul style="list-style-type: none"> • Identification • Statement of purpose 	<ul style="list-style-type: none"> • Identify book and its significance as it relates to the course • State the purpose of the review as it relates to course • Where appropriate, indicate the major aspects or sections of the book that will be addressed; and explain this focus
Contents 2 pages	<ul style="list-style-type: none"> • Summary • Scope • Style 	<ul style="list-style-type: none"> • Provide a succinct summary of the range, contents, and major arguments or themes of the book • Consider what are the author’s credentials and expertise to write on this topic. • Identify the author’s purpose in writing the book. Explain what the main thesis of the book is; and if the author does what he/she set out to do. • Discuss the book’s structure in terms of logic and orderliness of argumentation • Discuss the style in terms of its analytic, descriptive and/or prescriptive dimensions • Explain what you found most and least convincing or significant about the author’s arguments, and why.
Critique 2 pages	<ul style="list-style-type: none"> • Ideological perspective • Main issues 	<ul style="list-style-type: none"> • Critically examine the theoretical and methodological approach to ferret out underlying assumptions, values and beliefs • Critically examine the main issues the author specifically examined, with particular attention to the impact of ideological perspective, and to the nature and quality of evidence the author relied on to support his/her thesis. • Critically assess gaps and biases that emerge • Critically evaluate the author’s contribution
Conclusion 0.5 page	<ul style="list-style-type: none"> • Final assessment 	<ul style="list-style-type: none"> • Consider what you have learned from this book and whether or not you would recommend it to students or others interested in the topic • Assess whether the author proved the main thesis of the book, with particular attention to the nature and quality of evidence utilized • Evaluate the overall contribution of the book to your understanding of the topic

Note: as with any writing assignment expectations come with minimal and maximal variations – the purpose of establishing page / word limits on assignments is to force concision. Thus, you may not be able to address all expectations and thereby manage to ‘tick’ every box – instead you will need to decide on trade-offs as to what is most valuable in your effort to craft your response, review, argument etc.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>