

## **The Middle East in Global Politics**

2021.1

### **COURSE OUTLINE**

From the early modern depictions of the exotic harem to the seemingly endless ethnic and religious conflicts of the 21<sup>st</sup> century, the Middle East has been viewed as an object of curiosity for the outsider that is fundamentally different from the West in terms of culture, society and politics. Instead of treating it as an alien “other”, this course approaches the Middle East as a microcosm through which we can study the major themes and debates of global politics. What are the legacies of imperialism, colonialism and nationalism in contemporary politics? How do great power rivalries shape domestic and regional dynamics in the Global South? Can religion and democracy coexist? What is the relationship between climate change and conflict? In exploring such themes, the course takes a multi-disciplinary approach and a comparative focus, with a particular emphasis on the historical and contemporary linkages between Latin America and the Middle East.

### **COURSE OBJECTIVES**

The course has the following objectives:

- To obtain a critical understanding of the main academic and policy debates concerning the Middle East and their wider international implications without resorting to cultural clichés and stereotypes.
- To gain a deeper understanding of the major themes in global politics through the microcosm of the Middle East.
- To support the development of critical thinking, reading, and writing skills.
- To support collaborative learning in an inclusive environment.

### **LEARNING GOALS**

By the end of the course, the students will be able to:

- Follow the news and expert commentary on the Middle East using qualified journalistic and academic sources.
- Employ a multi-disciplinary approach and comparative perspective to study complex socio-political phenomenon.
- Develop research questions, understand how to answer them empirically and relate it to the existing literature.
- Actively contribute to group projects and class discussions.

### **> INSTRUCTOR**

Karabekir Akkoyunlu  
[karabekir.akkoyunlu@fgv.br](mailto:karabekir.akkoyunlu@fgv.br)

### **> CLASS TIMES**

Tuesday and Thursdays  
09h00 – 10h50

Meeting ID: 980 6671 6637  
Password: ME20211

## **CLASS STRUCTURE**

Classes will combine lectures, student presentations, discussions and guest lectures. On most meetings, I will start the class with a brief recap of the most recent lecture and answer any outstanding questions about previous meetings or administrative issues. I will then introduce the main themes and concepts of the class, putting the specific regional issue into global political and historical context. This will be followed by a lecture of 30 to 40 minutes. We will then take a break.

The second part of the class will usually be based on discussions of a specific reading, documentary film or movie with active student participation. These are clearly identified in the course schedule. We will also have several guest lectures by top experts and scholar of the field. These are invaluable opportunities to gain specialist insight into the region. You are required to do the reading assigned for the guest lectures in advance and come prepared to ask questions and make contributions. In case class time isn't enough to accommodate all contributions, I will facilitate your contact with the lecturers after class.

## **EVALUATION AND GRADING**

Grading will be based on four criteria:

- Participation: 20%
- Midterm Exam: 20%
- Student Presentations: 30%
- Final Essay: 30%

For all written assignments, please use **Times New Roman, Font 12, double space**.

### **Participation** (20%)

I like to maintain a dynamic and inclusive class environment. A crucial part of such an environment is student participation. Students are expected to do the required readings in advance of each meeting and to contribute to discussions by engaging with the issues that arise from the readings and lectures.

An excellent way to boost your participation mark is by volunteering to summarise and comment on assigned readings and films and to kick start discussions. The relevant material for class discussions are clearly indicated in the schedule below. I will ask for volunteers in the beginning of class. If there are no volunteers, I will resort to cold calling.

To participate, “raise your hand” during Zoom lectures. This is the preferred method of participation for substantive questions. You can also send or answer questions using the chat tool in Zoom. This is the preferred method for technical questions, which saves us time for discussion. Please make sure to avoid a parallel back-and-forth conversation on the chat room. Although I will rely on students' voluntary participation for the most part, note that I may resort to cold-calling if I feel a lack of engagement with the lecture or the readings.

I will keep a detailed record of student participation, reflecting both *the frequency* and *the quality* of your questions and comments over the term. Your grade will also reflect how mindful you are about your colleagues' participation: if you try to dominate the room, if you interrupt others or if you are dismissive to other points of view in an unhelpful way, your participation grade will hurt. Needless to say, I expect a professional and respectful attitude towards your classmates and the professor at all times.

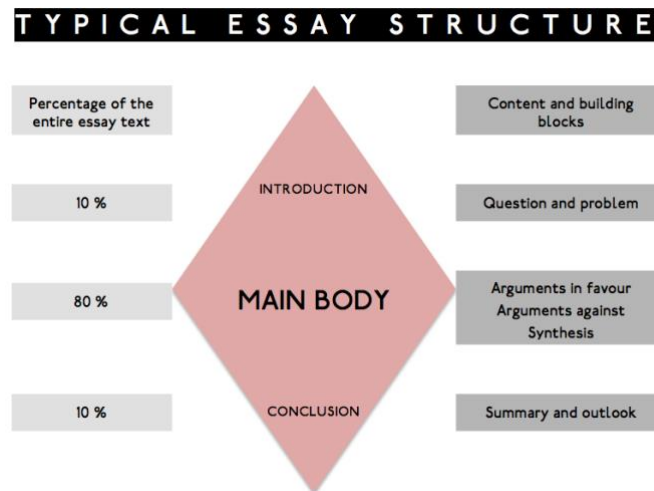
Skills developed / assessed: Ability to comment on scholarly texts, participating actively, constructively and respectfully in public discussions on sensitive topics, confidence to ask questions.

### **Midterm Exam** (20%)

The midterm will take place **during class time** on Thursday, 15 April. You will have two hours to provide an essay-style response to a question that will be posted on E-Class at 8:50 AM. The exam is individual and open-book and you will submit your answer to E-Class. Exams can be written in English or Portuguese. The midterm will be 20% of your overall grade. Late submissions will be penalised.

The exams will be marked on basis of the K-A-A-S criteria:

- **Knowledge:** The reflection of accurate information derived primarily from class lectures and mandatory readings. Reference to suggested readings is not obligatory but helps demonstrate interest and preparation, hence would help with your knowledge assessment.
- **Argument:** The coherence of the argument and its consistency throughout the text. Notice that this is not an evaluation of right or wrong but how you present your argument and defend it throughout the text.
- **Analysis:** The robustness of the analysis supporting the main argument throughout the text. A good analytical piece is not merely descriptive but reflects critical thinking and an effort to establish causal links between phenomena.
- **Structure:** The organization of the essay that allows the reader to follow each point made, consisting of an introduction, a body with relevant discussion, analysis and supporting points, and a conclusion that wraps up the text by summarising the main points, exploring the implications of the argument and (optionally) highlighting challenges encountered.



*Skills developed / assessed:* Ability to critically engage with readings and lectures, build well-structured essay-type analyses in a limited timeframe.

### **Student Presentations** (30%)

Student presentations will take place during class on 13, 18 and 20 May (we will add an extra session if necessary). The presentations are the final products of a longer research project with multiple deliverables and deadlines:

#### **Deliverable #1** (Thursday 18 March @ 11:59 PM) → **Informing groups and topics**

- You should form a group of three students.
- Your topic should be related to a socio-economic, geopolitical, historical or cultural issue in the Middle East that is not addressed directly or in detail in the course. It should involve a clear research question on which your presentation will be based.

*Ex.* If you wish to work on the conflict in Yemen, instead of just indicating your topic as “the civil war in Yemen”, you can specify it as “What role do local, regional and international actors play in the civil war in Yemen?”

- You are encouraged to contact me by email for ideas and orientation beforehand.

#### **Deliverable #2** (Thursday 29 April @ 11:59 PM) → **Progress Report**

- A report of up to two pages summarising the progress made in your research so far, the tasks ahead, the questions and obstacles you are facing (if any), and a description of each team member’s assigned role in the research, preparation and presentation stages.
  - The role divisions at each of these three stages should reflect equal and fair distribution of labour.

- Two readings to be assigned for your classmates ahead of your presentation. The readings should reflect the focus and scope of your topic and background information and further analysis than that will be included in your presentations. Feel free to consult me on this beforehand.

Deliverable #3 (13, 15 & 18 May) → Presentation

- Each group will be in charge of the class for 40 minutes. This time should be used presentation (15 to 20 minutes; I will stop you after 20 minutes even if you are not done) and class discussion (20 to 25 minutes).
  - You are expected to prepare a powerpoint presentation and **share it with me 24 hours before your presentation**.
  - Make sure the presentations do not include excessive amount of material and writing. Crowded slides are tiring and distracting. Use images, charts or graphs to draw attention to key facts and ideas. Do not under any circumstance write full sentences (or paragraphs) that you intend to read out loud.
  - The use of video links is discouraged and should be limited to total of 60 seconds for the entire presentation
- After your presentations, you will initiate class discussion with a question posed to the audience. This may be based on your assigned reading. Subsequently you will take questions from your audience.
- Students who are not presenting are expected to participate actively, having done the reading and prepared questions for the presenters. This will reflect on their participation mark.

Assessment:

Student presentations will be 30% of your overall grade (assessed out of 30 pts).

- Deliverable #1 → 1 point
- Deliverable #2 → 4 points
- Deliverable #3 → 25 points
  - The assessment of the presentation will be based on:
    1. Quality of Research
    2. Coherence and Authenticity of the Argument/Analysis
    3. Structure and Clarity of the Presentation
    4. Time Keeping
    5. Moderation of Discussion

Skills developed / assessed: Ability to work in teams, develop long-term research projects with multiple deadlines, prepare and deliver class presentations, lead discussions.

### **Final Essay** (30%)

Students will be presented with three final essay questions following the end of student presentations. You will choose ONE of these questions and write an essay-type response (between 1500 to 2000 words, including footnotes, excluding the list of references).

The essays will be due at **11:59PM on Thursday, 17 June** (to be uploaded on E-Class). Late submissions will be penalised and must be sent via email.

This assessment is individual and open-book, and can be written in English or Portuguese. The same assessment criteria as the Midterm applies. The final essays will be 30% of your overall grade.

*Skills developed / assessed:* Ability to write well-structured essays with a clear argument and coherent analysis, based on critical engagement with the course material.

### **Reaval**

This will consist of a single question to be responded individually. Exams will be individual, take-home and open-book. Students will have 24 hours to complete their exams, which must be uploaded to E-Class. Exams may be written in English or Portuguese. Please refer to the School's regulations about REAVAL for further details.

### **READINGS & OTHER SOURCES**

Selected chapters, articles and other material will be uploaded to E-Class.

We will frequently use the following textbook. It provides an accessible and comprehensive introduction to the Middle East, and will facilitate your engagement with other course material.

- Louise Fawcett (ed.) *International Relations of the Middle East*, Oxford University Press, 2016 (4<sup>th</sup> edition).

Students are also encouraged to regularly follow these websites for updates, analyses and opinions:

[al-monitor.com](http://al-monitor.com)

[jadaliyya.com](http://jadaliyya.com)

[merip.org](http://merip.org)

[carnegieendowment.org/sada/](http://carnegieendowment.org/sada/)

[ottomanhistorypodcast.com](http://ottomanhistorypodcast.com)

## **COURSE POLICIES**

- Please read the Ethics Code from our school [here](#).
- Minimum attendance is 75%.
- Please be advised that you must be present during class to get full attendance points. It is your responsibility to report any technical problems that prevent you from attending class.
- It is the policy of the School that all cases of academic dishonesty – including plagiarism – be reported to the Ethics Committee.
- I aim to be responsive to emails from students. However, please do not expect an answer to your question any sooner than 48 hours (not including weekends). Last-minute email questions should be avoided.
- Any assignments not submitted by the deadline will be immediately penalised with a 2-point deduction (on a 10-point scale). Late essays will be penalised with another 2 points for every 24 hours that elapse from the deadline to the moment of submission.
- All important communications will be made over E-Class announcements (“Avisos”). Make sure your E-Class settings allow you to instantly get my messages in your e-mail inbox.
- You will be using an electronic device to access class. Zoom is compatible with laptops, tablets and phones. It is strongly encouraged that you use an app that blocks distractions during class time and especially social media. If you are accessing class using your laptop or tablet, I recommend The Cold Turkey for Mac and PC and StayFocused for Android and OS.
- Mobile phones must be turned off during class (unless you are accessing class via your phone, in which case please turn off all notifications from other applications).
- I will make slides available on E-Class after each session.

## **WRITING CENTER/OFICINA DE ESCRITA**

Great writing is a skill that needs to be actively developed during college. The School of International Relations has a writing center where students can develop their writing skills in English and in Portuguese.

You can schedule appointments during the academic year via Calendly or request an appointment On Demand.

If you want to schedule an appointment in Portuguese:

<https://calendly.com/sereg-leite/oficina-de-escrita>

<https://calendly.com/juliana-cunha/oficina-de-escrita>

If you want to schedule an appointment in English:

<https://calendly.com/sereg-leite/oficina-de-escrita>

Please check the intranet section on the Oficina de Escrita for more information.

## **STUDENT WELL-BEING**

The School of International Relations offers two types of resources to promote the wellbeing of its student body: the Programa de Apoio Emocional e Pedagógico (PAEP) and Pró-Saúde.

The Programa de Apoio Emocional e Pedagógico (PAEP) offers FGV RI students the opportunity to schedule individual and confidential appointments with experienced psychologists to discuss different facets of college life. Students may choose between three types of appointments: (i) pedagogical support; (ii) emotional support; (iii) and help and advice on group dynamics, interviews and other elements of the internship application process, as well as on the challenges one may face as an intern and/or a trainee. The program is exclusive to FGV RI students. Please check the intranet section on the PAEP for information on how to schedule an appointment.

Students who would like to schedule an individual and confidential appointment with a licensed psychotherapist for mental health issues may reach out to Pró-Saúde at [pro.saude@fgv.br](mailto:pro.saude@fgv.br).



## CLASS SCHEDULE

Meeting #	Date	Class
Meeting 1	23/2	<p><i>Introduction to the Course</i></p> <p><b>Why and how to study the Middle East?</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Zachary Lockman, “Said’s Orientalism: a book and its aftermath”, Chp 6 in <i>Contending Visions of the Middle East</i>, Cambridge University Press, 2010, pp. 183 – 215.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Edward Said, <a href="#">Preface</a> to the 2003 edition of <i>Orientalism</i>.</li> <li>▪ Edward Said, “Introduction”, <i>Orientalism</i> (1978)</li> <li>▪ Ian Buruma, “<a href="#">Orientalism? Not a term of endearment</a>”, <i>Guardian</i>, 16 June 2008 (a short critique of Said’s Orientalism and its contemporary uses)</li> </ul> <p><i>Recommended Media:</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Bernard Lewis vs. Edward Said</a> (MESA, 1986)</li> </ul>
Meeting 2	25/2	<p><b>Empire, Colonialism and Nationalism</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Eugene Rogan, “The Emergence of the Middle East into the Modern State System”, Chp 2 in Fawcett.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Hans-Lukas Keiser et al. “Introduction”, <i>World War I and the End of the Ottoman Empire</i>, London: I.B. Tauris, 2015, pp. 1 – 26.</li> </ul> <p><i>Recommended Media:</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">The Birth of Nations – Middle East</a> (BBC, 2011)</li> </ul>
Meeting 3	2/3	<p><b>The Middle East during the Cold War (I)</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Peter Sluglett, “The Cold War in the Middle East”, Chp 3 in Fawcett.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Fred Halliday, “Cold War: global conflict, regional upheavals”, Chp 4 in <i>The Middle East in International Relations</i>, Cambridge University Press, 2005.</li> </ul> <p><i>Recommended Media:</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Good Guys Bad Guys – Cold War 17/24</a> (CNN, 1998)</li> </ul>

<b>Meeting 4</b>	4/3	<p><b>The Middle East during the Cold War (II)</b></p> <p>Class Discussion → The United States in the Middle East</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Declassified State Department Document: “<a href="#">Conference of M.E. Chiefs of Mission, 1951</a>”</li> </ul>
<b>Meeting 5</b>	9/3	<p><b>Political Islam (I)</b></p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>▪ Sami Zubaida “<a href="#">Islamic Reformism?</a>”, <i>Open Democracy</i>, 5 January 2016.</li> <li>▪ Peter Mandaville, “Islam and International Relations in the Middle East: From <i>Umma</i> to NationState”, Chp 8 in Fawcett.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Olivier Roy “<a href="#">Political Islam After the Arab Spring</a>”, <i>Foreign Affairs</i>, December 2017.</li> </ul>
<b>Meeting 6</b>	11/3	<p><b>Political Islam (II)</b></p> <p>Class Discussion → Islam and Democracy</p> <ul style="list-style-type: none"> <li>▪ “<a href="#">Islam and democracy: What’s the problem?</a>”, UpFront, <i>Al Jazeera</i>, 3 June 2016</li> </ul> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Pippa Norris and Roland Inglehart “Islamic Culture and Democracy: Testing the ‘Clash of Civilizations’ Thesis”, <i>Comparative Sociology</i>, Volume 1, issue 3-4, 2002, pp. 235 – 263.</li> </ul>
<b>Meeting 7</b>	16/3	<p><b>Geopolitics of Oil</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Giacomo Luciani, “Oil and Political Economy in the International Relations of the Middle East”, Chp 5 in Fawcett.</li> </ul> <p><i>Recommended Reading</i></p> <ul style="list-style-type: none"> <li>▪ Paul Aarts and Michael Renner, “Oil and the Gulf War”, <i>MERIP</i>, No. 171, 1991, pp. 25-29.</li> <li>▪ “<a href="#">The end of the Arab world’s oil age is nigh</a>”, <i>Economist</i>, 18 July 2020.</li> </ul>

<p><b>Meeting 8</b></p>	<p>18/3</p>	<p><b>Water &amp; Climate Change</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Jessica Barnes, “<a href="#">Water in the Middle East: A Primer</a>”, <i>MERIP</i>, September 2020</li> <li>▪ Caitlin E. Werrell &amp; Francesco Femia (eds) “<a href="#">The Arab Spring and Climate Change</a>”, <i>Center for American Progress</i>, February 2013</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Jessica Barnes, “<a href="#">Overstating Climate Change in Egypt’s Uprising</a>”, <i>MERIP</i>, 1 October 2018.</li> <li>▪ Scott Waldman, “<a href="#">Climate Change May Have Helped Spark Iran’s Protests</a>”, <i>Scientific American</i>, 8 January 2018.</li> </ul>
<p><b>Meeting 9</b></p>	<p>23/3</p>	<p><b>Migration &amp; Urbanisation</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Phillip Connor, “<a href="#">Middle East’s Migrant Population More than Doubles Since 2005</a>”, <i>Pew Research Center</i>, 18 October 2016</li> <li>▪ Deep Sharp, “<a href="#">The Urbanization of Power and the Struggle for the City</a>”, <i>MERIP</i>, No. 287, Summer 2018</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Maha Yahya and Marwan Muaser, “<a href="#">Refugee Crises in the Arab World</a>”, <i>Carnegie Endowment for International Peace</i>, 18 October 2018</li> <li>▪ Karim Elgendy and Natasha Abaza, “<a href="#">Urbanization in the MENA region: A Benefit or a Curse?</a>”, <i>Friedrich Ebert Stiftung</i>, 20 October 2020</li> </ul> <p><i>Recommended Documentary</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Ecumenopolis: The City Without Limits</a> (2012)</li> </ul>
<p><b>Meeting 10</b></p>	<p>25/3</p>	<p><b>Geopolitics of the Persian Gulf</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Matteo Legrenzi, “The International Politics of the Gulf”, Chp 14 in Fawcett.</li> </ul> <p><i>Recommended Readings:</i></p> <ul style="list-style-type: none"> <li>▪ Gregory Gause, “<a href="#">Beyond Sectarianism: The New Middle East Cold War</a>”, <i>Brookings Doha Center</i>, July 2014</li> <li>▪ Turki Al Faisal bin Abdul Aziz Al Saud, “<a href="#">Saudi Arabia’s Foreign Policy</a>”, <i>Middle East Policy Center</i>, 20 (4), 2013</li> <li>▪ Mohammad Javad Zarif, “<a href="#">What Iran Really Wants: Iranian Foreign Policy in the Rouhani Era</a>”, <i>Foreign Affairs</i>, 93 (3), May/June 2014.</li> </ul>

<b>Meeting 11</b>	6/4	<p><b>Women’s Rights in the Middle East (I)</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Sami Zubaida, “<a href="#">Women, democracy and dictatorship</a>”, <i>Open Democracy</i>, 15 February 2012.</li> <li>▪ Deniz Kandiyoti, “Locating the politics of gender: Patriarchy, neo-liberal governance and violence in Turkey”, <i>Research and Policy on Turkey</i>, 1: 2, 2016, pp. 103 – 118.</li> </ul> <p><i>Recommended Documentary:</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Feminists Inshallah: The Story of Arab Feminism</a></li> </ul> <p><i>Recommended Podcast Series:</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Ottoman History Podcast: Women, Gender, and Sex in the Ottoman World</a></li> </ul>
<b>Meeting 12</b>	8/4	<p><b>Women’s Rights in the Middle East (II)</b></p> <p>Film Discussion → <a href="#">Persepolis</a></p>
<b>Meeting 13</b>	13/4	<p><b>LGBTQ+ Struggles</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Katerina Dalacoura, “Homosexuality as cultural battleground in the Middle East: culture and postcolonial international theory”, <i>Third World Quarterly</i>, 35 (7), 2014, pp. 1290-1306.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Ayca Alemdaroglu, “<a href="#">The politics of sexuality and the LGBTQ crackdown in Egypt</a>”, <i>Georgetown Journal of International Affairs</i>, 16 February 2018.</li> </ul> <p><i>Recommended Podcast:</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Gay in Iran</a></li> </ul>
<b>Meeting 14</b>	15/4	<p><b>MIDTERM EXAM</b></p>
<b>Meeting 15</b>	20/4	<p><b>Israeli-Palestinian Conflict (I)</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Charles Smith, “The Arab Israeli Conflict”, Chp 12 in Fawcett.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Avi Shlaim, “The Rise and Fall of the Oslo Peace Process”, Chp 13 in Fawcett.</li> <li>▪ Nathan Thrall, “<a href="#">BDS: how a controversial non-violent movement has transformed the Israeli-Palestinian debate</a>”, <i>The Guardian</i>, 14 August 2018.</li> </ul>

<b>Meeting 16</b>	22/4	<p><b>Israeli-Palestinian Conflict (II)</b></p> <p>Film Discussion → <a href="#">5 Broken Cameras</a></p>
<b>Meeting 17</b>	27/4	<p><b>Lebanon: A Microcosm of the Middle East</b></p> <p><i>Guest Lecture by Mohanad Hage Ali, Carnegie Middle East Center, Beirut</i></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Martin Chulov, “<a href="#">‘There is no hope’: the slow disintegration of Lebanon</a>”, <i>Guardian</i>, 11 October 2020.</li> <li>▪ Mohanad Hage Ali, “<a href="#">‘The Power of Not Now’</a>”, <i>Diwan</i>, 11 March 2021.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Kamal Salibi, <i>A House of Many Mansions: The History of Lebanon Reconsidered</i>, London: I.B. Tauris, 2005.</li> </ul>
<b>Meeting 18</b>	29/4	<p><b>The Kurdish Question (I)</b></p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Mesut Yegen, “Turkish nationalism and the Kurdish question”, <i>Ethnic and Racial Studies</i>, 30:1, 2007, pp. 119-151</li> <li>▪ BBC Background: “<a href="#">Who are the Kurds?</a>”</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Michiel Leezenberg, “<a href="#">The ambiguities of democratic autonomy: the Kurdish movement in Turkey and Rojava</a>”, <i>Southeast European and Black Sea Studies</i>, 16: 4, 2016, pp. 671 – 690.</li> <li>▪ Martin van Bruinessen, “<a href="#">Kurdish identities and Kurdish nationalisms in the early twenty-first century</a>”, in: Elçin Aktoprak &amp; A. Celil Kaya (eds) <i>21. Yüzyılda Milliyetçilik: Teori ve Siyaset</i>, İstanbul: İletişim, 2016, pp. 349 - 373.</li> </ul>
<b>Meeting 19</b>	4/5	<p><b>The Kurdish Question (II)</b></p> <p>Guest Lecture by Gülay Türkmen, University of Graz</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Gülay Türkmen, “Introduction” in <i>Under the Banner of Islam: Turks, Kurds, and the Limits of Religious Unity</i>, Oxford University Press, 2021.</li> </ul>

<p><b>Meeting 20</b></p>	<p>6/5</p>	<p><b>The “Arab Spring”: Past, Present, Future</b></p> <p>Documentary Discussion → <i>The Square</i> (2013, available on Netflix)</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Oz Katerji, “<a href="#">Betrayed by Their Leaders, Failed by the West, Arabs Still Want Democracy</a>”, <i>Foreign Policy</i>, 17 December 2020. (also available on E-Class)</li> <li>▪ Yezid Sayigh, “<a href="#">Egypt’s Military as the Spearhead of State Capitalism</a>”, <i>Carnegie Endowment</i>, 26 October 2020.</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Michael Safi, “<a href="#">Life has got worse since Arab spring, say people across Middle East</a>”, <i>Guardian</i>, 17 December 2020</li> <li>▪ Kali Robinson, “<a href="#">The Arab Spring at Ten Years: What’s the Legacy of the Uprisings?</a>”, <i>Council on Foreign Relations</i>, 3 December 2020.</li> </ul>
<p><b>Meeting 21</b></p>	<p>11/5</p>	<p><b>External powers and the Middle East in the 21<sup>st</sup> century</b> (Lecture first half of class. No assigned readings.)</p> <p style="text-align: center;"><u>STUDENT PRESENTATIONS #1</u></p> <p><b>1. The role of religion in Israeli socio-politics</b> Eduardo Benchimol, João Pedro Apolaro and Raul Bassi</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- Lipka, Michael. “<a href="#">Religion and Politics in Israel: 7 Key Findings</a>.” Pew Research Center, May 31, 2020.</li> <li>- Baskin, Judith R. “Aspects of Israeli Society.” <i>The Cambridge Guide To Jewish History, Religion, and Culture</i>, 2010, 486–93.</li> </ul>
<p><b>Meeting 22</b></p>	<p>13/5</p>	<p style="text-align: center;"><u>STUDENT PRESENTATIONS #2</u></p> <p><b>2. The impact of social media in the Middle East conflicts?</b> Clara Hellmeister, Sofia Sanchez and Victoria Araujo</p> <p><i>Readings/Media:</i></p> <ul style="list-style-type: none"> <li>- Wael Ghonim, “<a href="#">Let’s design social media that drives real change</a>”, <i>Ted Talks</i>, 4 February 2016.</li> <li>- Tom Friedman, “<a href="#">Social Media: Destroyer or Creator?</a>”, <i>New York Times</i>, 3 February 2016.</li> </ul> <p><b>3. Western feminist views of the Middle East &amp; Reactions and perspectives from the region</b> Clara Marques, Isabella Nascimento and Yara Miranda</p>

		<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- “<a href="#">“Law against Islam’: French vote in favour of hijab ban condemned”</a>”, <i>Al Jazeera English</i>, 9 April 2021.</li> <li>- Farah Nayeri, “<a href="#">Arab Women Take Back Their Images in Art</a>”, <i>New York Times</i>, 18 March 2017.</li> </ul>
<b>Meeting 23</b>	18/5	<p style="text-align: center;"><u>STUDENT PRESENTATIONS #3</u></p> <p><b>4. Al Qaeda in Middle East politics</b> Andre Miki Hediger, Giovanni Leonardo, Pedro Vidal Gueiros</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- Mohammad-Mahmoud Ould Mohamedou, “<a href="#">The Rise and Fall of Al Qaeda: Lessons in Post-September 11 Transnational Terrorism</a>”, <i>Geneva Papers Research Series</i>, 2011.</li> </ul> <p><b>5. Iranian fashion as a mirror of socio-political and economic changes before and after the 1979 Revolution</b> Isabella Castelo Branco and Miwa Kashiwagi</p> <p><i>Readings/Media:</i></p> <ul style="list-style-type: none"> <li>- Abdollah Bicharanlou, “<a href="#">The Discursive Politics of Women’s Clothing in Iran at Revolutionary Transition Era (1979-1981)</a>”, <i>Pertanika Journal of Social Science and Humanities</i> 26, February 2018, pp. 103 – 124.</li> <li>- <a href="#">Iran Before 1979</a>, YouTube Video, 10 April 2011.</li> </ul>
<b>Meeting 24</b>	20/5	<p style="text-align: center;"><u>STUDENT PRESENTATIONS #4</u></p> <p><b>6. Power politics and Kurdish-Palestinian relations</b> João Gabriel Araújo, Julia Boldrin, Luana Toloí</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- Louis Fishman, “Pushing for a Political Breakthrough:Kurds in Turkey and Palestinians in Israel”, <i>Current History</i>, Dec 2019, pp. 355 – 360.</li> <li>- Ahmet Hamdi Akkaya, “The "Palestinian Dream" in the Kurdish context, <i>Kurdish Studies</i> 3(1), May 2015, pp. 47-63.</li> </ul> <p><b>7. NATO intervention and women’s rights in Libya</b> Gabriela Gosztonyi, Isabela Duleba and Marina Suzano</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- “<a href="#">Women’s Rights in Libya. “We have stamina, because our struggle is our life”</a>”, <i>Cordaid</i>, 2018.</li> <li>- “<a href="#">What will the future hold for Libyan women?</a>”, <i>BBC</i>, 25 Aug 2011.</li> </ul>

<b>Meeting 25</b>	25/5	<p><i>Latin America &amp; The Middle East (I)</i></p> <p><b>Imperial Connections: Brazil and the Ottoman Empire</b></p> <p>Guest Lecture by Monique Sochaczewski, IDP/GEPOM</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>▪ Monique Sochaczewski, “<a href="#">From Syria to São Paulo</a>”, <i>Cairo Review of Global Affairs</i>, Winter 2014.</li> <li>▪ Monique Sochaczewski, “Capítulo 5: O Império Otomano, o Brasil e a Imigração”, <i>Do Rio de Janeiro a Istambul: contrastes e conexões entre o Brasil e o Império Otomano (1850-1919)</i>, Brasília: Fundação Alexandre de Gusmão 2017, pp. 222 – 272 (full book on E-Class)</li> </ul> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> <li>▪ Monique Sochaczewski “Capítulo 4: Relações Incógnitas: O Império Otomano, as Américas e o Brasil (1513-1876)”, <i>Do Rio de Janeiro a Istambul</i>, pp. 177 – 223.</li> </ul>
<b>Meeting 26</b>	27/5	<p><i>Latin America &amp; The Middle East (II)</i></p> <p><b>Emerging Powers, Falling Stars: Brazil and Turkey in the 21<sup>st</sup> Century</b></p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>▪ “<a href="#">Middle class revolts in Turkey and Brazil</a>”, <i>DW</i>, 26 June 2013.</li> <li>▪ “<a href="#">Erdogan: Brasil e Turquia são alvo de conspiração internacional</a>”, <i>UOL</i>, 22 June 2013.</li> </ul> <p><i>Suggested media:</i></p> <ul style="list-style-type: none"> <li>▪ Karabekir Akkoyunlu, “<a href="#">Emerging Powers, Falling Stars: Brazil and Turkey in the 21st Century</a>”, <i>Network Turkey Online Talks</i>, 30 June 2020 (abridged version of my lecture)</li> </ul>
<b>Meeting 27</b>	1/6	<p><i>Latin America &amp; The Middle East (III)</i></p> <p><b>Brazilian Foreign Policy towards the Middle East</b></p> <p>Guest Lecture by Hussein Kalout, Harvard University</p> <p><i>Required Reading:</i> TBA</p>
<b>Meeting 28</b>	10/6	Review Class
	17/6	<b>FINAL ESSAYS DUE @ 11:59 PM</b>