

# Contemporary World Issues: Middle Eastern Revolutions



CULF 3331.10 Fall 2014  
MWF 11:00-11:50 Moody 200  
Instructor: Christopher Micklethwait  
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**COURSE DESCRIPTION:** “Middle East Revolutions” surveys the effects of globalization in the Middle East and North Africa.

Three years since they began in 2011, the uprisings labeled the “Arab Spring” warrant an even closer look at their causes and effects, particularly the chaotic events of the past year. We will learn about the intersections of global, regional and local

phenomena that have contributed to these events, asking: Are these revolutions the products of regional changes in digital literacy and globalized communication, or have they been propelled by spontaneous “street” politics; are they a response to adjustments in the global economy or do they spring from purely local grievances; what forms of governance are emerging and how will these changes affect the cultures, economies and security of the world at large?

In seeking to deepen our understanding of the Arab Uprisings this semester, we will use a variety of digital tools to collect and examine artifacts related to these events and their significance. The majority of our tools and materials are located here: <http://sites.stedwards.edu/chrisdm-culf333110fa2014/>.

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## COURSE GOALS

At the conclusion of this course, the student should be able to meet the following objectives of the CULF 3331: Contemporary World Issues curriculum:

1. Demonstrate knowledge about contemporary global issues and processes related to the Middle East and North Africa.
2. Analyze the impact of global processes on the Middle East and North Africa, including the relationship between politics, society, geography, history and economy.
3. Apply the knowledge and analytical skills gained in the classroom and through experiential activities to selected issues of global significance.
4. Analyze the social justice implications of increasing globalization in an historical and/or contemporary context.

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## REQUIRED TEXTS

The following required texts are available in the St. Edward’s bookstore:

1. *The Battle for the Arab Spring*. Noueihed and Warren. Yale UP, 2012. ISBN 978-0-300-18086-2.
2. *Controversies in Globalization*. 2nd ed. Peter Haas. CQ Press, 2009. ISBN 978-0-87289-505-8.
3. *Diaries of an Unfinished Revolution*. Al-Zubeidi and Cassel, editors. Penguin, 2013. ISBN 978-0-14-312515-0.
4. *Metro*. Magdy El Shafee. Metropolitan Books, 2012. ISBN 0805094881.

## ASSIGNMENTS AND GRADES

An A in this course is 89.5-100%; B, 79.5-89.4%; C, 69.5-79.4%; D 59.5-69.4%; and F, 0-59.4%. A record of your grades is available on Blackboard.

***Note on Formatting and Submission of Written Work:** Guides for each of the major assignments below are available on our class blog. All written work must be submitted to the relevant Turnitin assignment on Blackboard as a Microsoft Word document, in a standard 12-point font and MLA formatting for margins and headers.*

**Reading Quizzes (5%):** Randomly throughout the semester we will begin class with a short quiz over the previous readings. These quizzes will ask open-ended questions about the reading and will be marked as credit or no-credit and averaged over the whole semester.

**Midterm Examination (10%):** The midterm will test your knowledge and understanding of assigned readings and lectures through multiple-choice and short-answer questions and a short essay.

**Geo-Tagging Project (10%):** Beginning on 9/8, you will tag on a Google Map information such as people, places, events and ideas from *Battle for the Arab Spring*, *Diary of an Unfinished Revolution* and other readings. You will tag **two items** for every day that we have such a reading assignment.

**Social Bookmarking (10%):** By 9/8 you will begin to select a topic related to the Arab Uprisings that you will follow, research and annotate in your Diigo account, a digital bookmarking platform. You may start with a general interest early in the semester and narrow it down to something more specific as we go.

**Co-Curricular Activity Reflection Papers (2x10%):** Throughout the semester there will be numerous events recommended by the CULF faculty including conference calls, lectures, and films. You will attend one general co-curricular of your choice and one of the movies in our Middle East film series and write a paper reflecting on your understanding of globalization as it relates to that film or event. These reflection papers are due within one week of the event or movie.

**Global Understanding Workshop Reflection Paper (10%):** This fall St. Edward's faculty member will lead a series of workshops on global health policy. You will attend one of these workshops and write a reflection essay that connects the topic of the workshop to ideas of globalization and social justice.

**Syria Simulation Reflection Paper (10%):** After we run a role-playing simulation of the Syria conflict in class, you will compose a short reflection paper analyzing its outcomes in terms of your knowledge of the socio-historical background of the country and region, as well as the role of globalization.

**Digital Research Project (25%):** Your final project will be a complex analytical summary of the topic you followed on Diigo throughout the semester. Throughout the semester, you will collect your sources and data on a public blog linked to our main class blog. In the last week of the semester you will present a summary of your work to the rest of the class.

## **POLICIES**

**Absences.** Students are allowed **five absences without penalty** throughout the semester, but if a student reaches five absences before October 31, I will withdraw that student from the course through the registrar's office. I will reduce the final grade by 2 percent for each absence beyond those five.

**Tardiness.** Anyone who arrives after 11:00 will be marked tardy. Every three marks for tardiness will equal one full absence and will carry the same penalties described above.

**Excused absences.** An absence can only be excused for official university business. The student must provide a letter from his or her faculty sponsor at the beginning of the semester detailing absences anticipated (athletic practice is not excused and should not conflict with class meeting times) and remind me of these absences in advance throughout the semester.

**Late Work.** Grades on out-of-class work will be reduced by 5 percent for each day they are late. There is no make-up for in-class work, including any quizzes and examinations. If a student anticipates missing class, he or she must notify the instructor ahead of time for necessary arrangements.

**Academic Integrity and Plagiarism.** St. Edward's University defines academic dishonesty (plagiarism, cheating and collusion) as “[r]epresenting work as your own when it is not a result of your own thought and effort.” It is established that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). Under this policy, “the maximum penalty for a first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course.” **I will assign a grade of zero for any demonstrable case of plagiarism, cheating or collusion and report the violation to the Office of Academic Affairs.**

**Special Circumstances.** If you experience difficulty in this course for any reason, please consult with me. I will do my best to help you address the concerns you have, and I may be able to direct you to other resources in the department or school. Additionally, SEU provides a variety of services to support you in meeting course requirements and achieving academic success.

- Academic Planning and Support Services (APSS). Located in Moody Hall 155, APSS offers services to help students develop and use effective skills for successful academic performance, including low-cost tutoring for most subjects. <http://think.stedwards.edu/apss/academicadvising>.
- Counseling Services: Located in Lady Bird Johnson Hall, Suite 100, Psychological Services offers free psychological counseling for students. Often the staff there can help students identify problems that are getting in the way of their success in the classroom, as well as problems adjusting to campus and independent living. <http://think.stedwards.edu/healthcounseling/counselingservices>
- Special Accommodations: Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels s/he may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting Student Disability Services (512-448-8561 or Moody Hall 155).

## SCHEDULE OF DISCUSSION TOPICS AND ASSIGNMENTS

(This schedule is subject to change. Please consult the class blog regularly for updates.)

| Topics   | Assignments  |
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| <p>M 8/25: Course Overview and Introduction to the Middle East: Peoples and Places</p> <p>W 8/27: 20<sup>th</sup>-Century Movements and Ideas in the Middle East</p> <p>F 8/29: What is the “Arab Spring”?</p> | <ul style="list-style-type: none"> <li>● Readings on class blog.</li> <li>● Read <i>The Battle for the Arab Spring (BAS)</i> 1-23, “Introduction” and “An Arab Malaise.”</li> </ul>  |
| <p>M 9/1: Labor Day—no classes</p> <p>W 9/3: Perspectives on Globalization</p> <p>F 9/5: Global Understanding Workshop Presentation and Introduction to Assignments</p>  | <ul style="list-style-type: none"> <li>● Read <i>Controversies in Globalization (CG)</i> xxvii- lxiii, “Introduction.”</li> <li>● Read assignments folders on blog, and bring a laptop or tablet if you have one.</li> </ul>   |
| <p>M 9/8: Introduction to Unit I: Tunisia and Libya</p> <p>W 9/10: Revolution Begins in Tunisia</p> <p>F 9/12: Street View: “Greetings to the Dawn”</p>  | <ul style="list-style-type: none"> <li>● Read <i>BAS</i> 24-43, “Bread, Oil and Jobs.” <b>This week begin posting two items per week on Diigo and tagging two items from each day of readings on your Google Map.</b></li> <li>● Read <i>BAS</i> 64-95 (“Tunisia’s Jasmine Revolution”).</li> <li>● Read <i>Diary of an Unfinished Revolution (DUR)</i> 9-47.</li> </ul> |
| <p>M 9/15: Worldviews: “Poverty”</p> <p>W 9/17: State Terror in Libya</p> <p>F 9/19: Street View: “Bayou and Leila”</p>  | <ul style="list-style-type: none"> <li>● <i>CG</i> 71-102.</li> <li>● Read <i>BAS</i> 164-194, “Libya’s Revolution from Above.”</li> <li>● Read <i>DUR</i> 66-91.</li> </ul>   |
| <p>M 9/22: Worldviews: “Democratization”</p> <p>W 9/24: Introduction to Unit II: Egypt and Syria</p> <p>F 9/26: Egypt: A Half Century of “Coupvolutions”</p>   | <ul style="list-style-type: none"> <li>● Read <i>CG</i> 486-518.</li> <li>● Movie screening: <i>The Hunger</i>, 6:00 PM on Thurs., Sept. 25 in Moody 126.</li> <li>● Read <i>BAS</i> 96-134, “Egypt: The Pharaoh Falls.”</li> </ul>  |
| <p>M 9/29: Street View: “Cairo, City in Waiting”</p> <p>W 10/1: Worldviews: “Trade Liberalization”</p> <p>F 10/3: Egyptian Deep State and US Foreign Aid: The Infitah</p>                                      | <ul style="list-style-type: none"> <li>● Read <i>DUR</i> 48-65.</li> <li>● Read <i>CG</i> 1-39. Movie screening: <i>My Grandfather’s People</i>, 6:00 PM on Wed., Oct. 1 in Moody 126.</li> <li>● Read articles about Anwar Sadat and the Infitah on class blog.</li> </ul>  |
| <p>M 10/6: Worldviews: “Trade and Equality”</p> <p>W 10/8: The Tahrir Uprising, Jan. 2011- Feb. 2011</p> <p>F 10/10: Street View: <i>The Square</i></p>  | <ul style="list-style-type: none"> <li>● Read <i>CG</i> 40-70.</li> <li>● Read articles on class blog. Through 10/13 we will watch the documentary <i>The Square</i> in class.</li> </ul>  |

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| M 10/13: Street View: <i>The Square</i> , cont.<br>W 10/15: Midterm Examination<br>F 10/17 Founder’s Day—no class  | <ul style="list-style-type: none"> <li>● Bring only pens and pencils.</li> </ul>   |
| M 10/20: Media Wars<br>W 10/22: Background on Syria<br>F 10/24: Street View: “And the Demonstrations Go On”  | <ul style="list-style-type: none"> <li>● Read <i>BAS</i> 44-59, “The Media Revolution.”</li> <li>● Read <i>BAS</i> 215-242 “The Struggle for Syria.”</li> <li>● <i>DUR</i> 179-208.</li> </ul>   |
| M 10/27: Worldviews: “Gender”<br>W 10/29: Worldviews: “Military Intervention”<br>F 10/31: Syria Simulation: Day One  | <ul style="list-style-type: none"> <li>● Read <i>CG</i> 361-392, “Gender.”</li> <li>● Read <i>CG</i> 189-214 and Syria Simulation materials on blog.</li> <li>● Note: <b>November 4 last day to withdraw without penalty.</b> Read <i>CG</i> 131-156, “Terrorism and Security.”</li> </ul> |
| M 11/3: Syria Simulation: Day Two<br>W 11/5: Syria Simulation: Day Three<br>F 11/7: Reflections on an Ongoing Crisis   | <ul style="list-style-type: none"> <li>● Read <i>CG</i> 157-188, “Nuclear Weapons.”</li> <li>● Read <i>CG</i> 245-277, “International Conflict.”</li> <li>● No homework. Start reading <i>Metro</i>.</li> </ul>  |
| M 11/10: Worldviews: “Culture and Diversity”<br>W 11/12: Cosmopolitanism and Monoculture.<br>F 11/14: Street view: <i>Metro</i>                                | <ul style="list-style-type: none"> <li>● Read <i>CG</i> 431-460. Movie screening: <i>Ali Zaoua</i>, 6:00 PM on Tuesday, Nov. 11 in Moody 126.</li> <li>● Read texts on blog.</li> <li>● Finish reading <i>Metro</i>.</li> </ul>  |
| M 11/17: Islam, Political Islamism and the Islamic State<br>W 11/19: Egypt: Tamarod and the Brotherhood Crackdown<br>F 11/21: Open Topics & Course Evaluations | <ul style="list-style-type: none"> <li>● Read <i>BAS</i> 263-283 (“The Islamist Resurgence”).</li> <li>● Read articles on blog and “Afterword” in <i>BAS</i>.</li> <li>● <b>Last day to post on <i>Diigo</i>.</b></li> </ul>   |
| M 11/24: Research project conferences—no classes<br>W 11/26: Thanksgiving—no classes<br>F 11/28: Thanksgiving—no classes                                       |  |
| M 12/1: Research Project Presentations<br>W 12/3: Research Project Presentations<br>F 12/5: Research Project Presentations                                     | <ul style="list-style-type: none"> <li>● Movie screening: <i>Omar</i>, 6:00 PM on Wed., Dec. 3 in Moody 126.</li> </ul>  |