COURSE OVERVIEW

The events sometimes called the ‘Arab Spring’ began on December 17, 2010. In the following years, four “presidents-for-life” – Ben Ali (Tunisia), Mubarak (Egypt), al-Qaddafi (Libya), Saleh (Yemen) – were forced out of office. NATO forces helped depose al-Qaddafi in Libya; today the American government is beginning to arm the rebels Syria. In this course we will explore these events and consider their implications for US foreign policy. We will read, listen to and watch first-person descriptions, journalistic accounts and academic interpretations of the events that began in December 2010 and continue until today. We will consider the role of the United States in the Arab world prior to and during these events. As we discuss these events in the classroom, we will continually return to a simple, yet difficult to answer question: What should U.S. foreign policy in the Arab world look like?
WHAT YOU CAN EXPECT FROM ME AND THIS COURSE

As the course instructor, I view this syllabus as a set of promises to you. By the end of the semester you will attain the knowledge and skills necessary:

1. To identify and describe the events of the Arab Spring, and understand the relationship between these countries and the United States.

2. To read and critically engage with primary sources and academic texts concerning the Middle East and American foreign policy.

3. To write a short paper, that takes advantage of the wide-array of resources available to you at this university.

4. To feel comfortable and capable of engaging in current political debate on American’s role in the Middle East and the world generally.

WHAT I EXPECT OF YOU

I will be able to follow through on the above promises, only if you similarly commit:

1. **To attend and participate in class.** While our class will often follow the traditional lecture format, I will regularly ask you to participate. For example, occasionally you will be asked to engage in group discussions with a small number of your classmates.

2. **To read, watch and listen to assigned materials before class.** The readings are the common ground on which the lecture and in-class activities will be based. Given the condensed nature of the summer session it is especially important that you complete all reading, listening and watching assignments before class. Engaging with primary sources and academic articles will not always be easy, but when you grapple with their arguments you will contribute the most to your work as an individual and our work as a class.

3. **To complete assignments on time.** You will produce the paper assignment for this course in two stages: (1) thesis and bibliography and (2) a final draft. I ask you to work on this project in steps to make sure you have the opportunity to practice your research and writing skills. It is thus important for you complete each step on time so you can benefit from our discussions about how to improve your essay at each stage of the project. Detailed instructions will be provided about the assignment in class before the first assignment is due.

4. **To refrain from academic dishonesty.** I expect that all work you produce for the course will be your own and produced specifically for this course. If you plagiarize any material from outside sources or work you previously produced, it will result in failure of the entire course. The language of the University Honor Code and website concerning academic integrity can be found on page four of this syllabus.
COURSE MATERIALS

All readings and audio-visual materials for this course will be posted to the “Course Documents” section of Blackboard. Most of our texts will be PDF documents. I will provide links to audio-visual materials. If you notice any of these that are not working, or seem to direct you to an incorrect document or webpage, please let me know right away.

ASSIGNMENTS AND EVALUATIONS

3 Exams
There will be three exams (Wed 24 Jul; Fri 2 Aug; Fri 16 Aug). Each will count for 20% of your final grade. The exams will include a number of identifications or short answer questions and a choice of essays. The final exam will be administered on the last day of class (Fri 16 Aug); only the essays will be cumulative.

Paper project
When we wrestle with our ideas in writing we clarify our views and ground them in solid arguments. To that end, you will work on a writing project over the course of the semester that builds on the readings from our course and incorporates outside sources. The components, which allow you to improve your argument during our course, are a thesis and bibliography (5% of your final grade, due Mon 29 Jul) and a four page paper (15% of your final grade, due Mon 12 Aug). The details of each step of the project will be discussed in lecture and posted to Blackboard.

Attendance & Participation
The condensed nature of our summer course makes it essential to attend class and arrive prepared. In order to encourage you to do so and keep track of who is present and prepared I will often post a slide during the lecture that poses a simple question about our course material. I will ask you to turn in a sheet of paper with an answer to the question to receive points for that day (one for attendance, a second for the correct answer). I expect to give ten such ‘pop quizzes,’ but will adjust this number based on the class’s attendance and participation. I will consider outstanding participation in class-wide discussions, small group work and debates when I calculate final grades.

Grading
This class uses the plus and minus system for your final grade. The scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>Below 60%</td>
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UNIVERSITY POLICIES

Prerequisites
Twenty-four semester hours of college coursework, including Government 310L, and a passing score on the reading section of the Texas Higher Education Assessment (THEA) test (or an appropriate assessment test).

Disability Accommodations
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssp/ If you require accommodation, it is your responsibility to bring your note to me EARLY in the semester so we can work our arrangements.

Academic Integrity
Plagiarism, cheating, and other academic misconduct are serious violations of your contract as a student. Plagiarism is using someone else’s language without quotations and attribution or using someone else’s idea (even in different language) without attribution. We expect that you will know and follow the University's policies on cheating and plagiarism. If you are unsure about the standards of academic integrity, it is your responsibility to ask the professor or the teaching assistant. Any suspected cases of academic misconduct will be handled according to University regulations. A copy of the University’s Honor Code can be found here: http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html.

Email
Every student must provide the University with his or her official e-mail address using the online update form in UT Direct. The student's official e-mail address is the destination to which the University and instructors will send official e-mail communications. It is the responsibility of every student to keep the University informed of changes in his or her official e-mail address. Consequently, e-mail returned to the University with "User Unknown" is not an acceptable excuse for missed communication. All admitted and enrolled students may claim an e-mail address at no additional cost as provided by Information Technology Services.

Emergency Evacuation Policy
In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office. Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings. Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.
COURSE SCHEDULE

Introduction and Pre-Revolutionary Context

MON 15 JUL: Introduction: The ‘Arab Spring’

• Explore before class:
  o “Middle East Maps,” Perry-Castañeda Library Map Collection at the University of Texas at Austin. Available at: http://www.lib.utexas.edu/maps/middle_east.html

TUES 16 JUL: Domestic context: The Monarchies

• Read before class:
  o Michael Herb “Monarchism Matters” in The Arab Monarchy Debate, POMEPS Briefing no. 16 (19 Dec 2012), 11-12.

WED 17 JUL: Domestic context: The Republics

• Read before class:

• Review before class:

THURS 18 JUL: U.S. Interests, Part I: Oil & the Suez Canal

• Read before class:
  o Michael Hudson, “To Play the Hegemon: Fifty Years of US Policy Towards the Middle East,” Middle East Journal 50/3 (Summer 1996): 329-343.
FRI 19 JUL: **U.S. Interests, Part II: Israel**
- Read before class:
- Review before class:

MON 22 JUL: **War on Terror, Part I**
- Read before class:

TUES 23 JUL: **War on Terror, Part II**
- Watch before class:
  - Farea al-Muslimi testimony on Drone Warfare in the United States Senate (23 Apr 2013): [http://www.youtube.com/watch?v=JtQ_mMKx3Ck](http://www.youtube.com/watch?v=JtQ_mMKx3Ck)

WED 24 JUL:

| EXAM #1 |

The Arab Spring: Case Studies

THURS 25 JUL: **The Spark: Tunisia**
- Watch before class:

FRI 26 JUL: **The Attention Grabber: Egypt**
- Read before class:
MON 29 JUL: The Arabian Peninsula: Yemen & Bahrain

**THESIS & BIBLIOGRAPHY DUE**

- Read before class:
  - Tobias Theil, “Yemen’s Arab Spring: From Youth Revolution to Fragile Political Transition,” *After the Arab Spring: Power Shift in the Middle East?*, LSE Special Report 011 (May 2012).

TUES 30 JUL: The quick civil war: Libya

- Read before class:
  - Claudi Gazzini, “Was the Libya Intervention Necessary,” *MERIP: Middle East Research and Information Project MER261* (Spring 2013).

WED 31 JUL: The enduring civil war: Syria

- Watch before class:

THURS 1 AUG: Other countries?

- Read before class:

FRI 2 AUG

**EXAM #2**

**Themes**

MON 5 AUG: Social Media

- Questions to be considered:
- Read before class:
TUES 6 AUG: **Satellite TV**

- Read before class
  - “Battle of the airwaves as the Arab Spring gives boost to TV news,” *al-Arabiya* (9 Jun 2013). Available at: [http://english.alarabiya.net/news-renderer?mgnlUuid=f87bc6b9-32c4-4e49-9a3e-99f67d4c1d0d](http://english.alarabiya.net/news-renderer?mgnlUuid=f87bc6b9-32c4-4e49-9a3e-99f67d4c1d0d)

WED 7 AUG: **Civil Society, Part I: Labor Unions, NGOs**

- Read before class:
  - Joel Beinin, “Workers, Trade Unions and Egypt’s Political Future,” *MERIP: Middle East Research and Information Project* MER266 (Spring 2013).

THURS 8 AUG: **Civil Society, Part II: Role of Women & Youth**

- Read before class:

FRI 9 AUG: **Role of Foreign Actors & Foreign Aid**

- Read before class:

MON 12 AUG: **Elections, Islamism and democracy, Part I**

- **FINAL PAPER DUE**
  - Read before class:

TUES 13 AUG: **Elections, Islamism and democracy, Part II**

- Read before class:
  - Rikke Hostrup Haugbølle and Francesco Cavatorta, “Beyond Ghannouchi: Islam and Social Change in Tunisia” *MERIP: Middle East Research and Information Project* MER262 (Spring 2012).
WED 14 AUG: America and Democracy Promotion
  • Read before class:

THURS 15 AUG: Wrap-up & Review
  • Read before class:

FRI 16 AUG

| EXAM #3 |