**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | Changing Political Structure of the Middle East |
| Language of education | English |
| Goals of education | The political structure of the Middle East has changed enormously since 2011. Several long standing authoritarian leaders were toppled by the popular movements, some of the countries have been dragged into civil wars and still some has remained less affected by these transformations. How do we explain these current changes in the region?  The main goal of the course is to supply students with the theoretical skills and empirical data to contextualize and analyses the current political changes in the region. The major political changes in the Middle East will be examined since World War I. |
| Learning outcomes of an educational component | The students will be able to comprehend main events, context and debates on political systems and society in the Middle East.  They will be able to form their own arguments on different aspects of the political change in the region.  They will be able to examine the relationship between state and society in a more critical and independent manner. |
| Verification methods and assessment criteria of learning outcomes obtained by students | Writing 3 reaction papers, a research paper and final exam |
| Type of an educational component (obligatory/optional) | Optional |
| Year of study | 1st |
| Semester | Winter |
| Name and surname of the coordinator of a component and/or person/s conducting a component | Prof. Dr. Fulya Atacan |
| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component |  |
| Manner of completion |  |
| Preliminary and additional requirements | None |
| Type and number of hours of courses requiring  direct participation of academic staff and students, if in a given component such courses are included |  |
| Number of ECTS credits assigned to a component |  |
| Balance of ECTS credits |  |
| Applied teaching methods | Seminar |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Students are expected to do the assigned reading and come to class ready to discuss. Assigned readings and participation in discussions in the class will count 10 % of the final grade.  Each student is responsible for writing 2 reaction papers (2-3 pages length, double spaced) engaging the assigned readings. (%10)  Research essay about 4000 words on a selected topic (%40)  Final exam (%40) |
| Content of an educational module (with division into forms of courses completion) | The Making of the Middle East; Fall of Empires, European Intervention, Colonialism and Formation of Nation-States  Different forms of Arab Nationalism; Nasserism; Baath  States and Religion; Islamic Republic of Iran, The Kingdom of Saudi Arabia, Israel and Lebanon  Islam in Opposition; the Muslim Brotherhood; Shias in Iraq; The Houthis  Authoritarianism in the Middle East; Egypt, Syria,  2010 Arab Uprisings; Is it spring, uprising or revolution? Different explanations  After the Uprising; Persistence of Authoritarianism; Civil wars; Syria, Yemen, Libya  Ethnic minorities and political representation; the Kurds |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component | Cleveland, William, (2008) *A History of the Modern Middle East*, Boulder, CO; Westview.  Roger Adelson, “British and U.S. Use and Misuse of the Term, ‘Middle East,’” (2011) in *Is There a*  *Middle East? The Evolution of a Geopolitical Concept*, edited by M. E. Bonine, M. Gasper, and A. Amanat, Stanford: Stanford University Press, pgs 36-55  Said, Edward, *Orientalism*, (1979) New York: Vintage  Timoth Mitchell, “Can the Mosquito Speak” (2002) in *Rule of Experts*, London: University of California Press, pp. 19-54.  Dodge, Toby, (2005) *Inventing Iraq: The Failure of Nation Building and a History Denied*, New York:Columbia University Press.  Gershoni, Israel andJankowski, James (Eds.) (1997) *Rethinking Nationalism in the Arab Middle East*. New York:Columbia University Press.  Dawisha Adeed, (2003) *Arab Nationalism in the Twentieth Century*, Princeton: Princeton University Press  Gervasio, Gennaro (2020) “Marxism or Left-Wing Nationalism? The New Left in Egypt in the 1970s”, *The Arab Lefts*, Ed. Laure Guirguis, Edinburg: Edinburg University Press, pp.148-168.  Abrahamian, Ervand (1982) *Iran between Two Revolutions,* Princeton: Princeton University Press.  Sadeghi-Boroujerdi, Eskandar (2019*) Revolution and Its Discontents, Political Thought and Reform in Iran*, New York: Cambridge University Press  Kienle, Eberhard and Sika Nadine (Ed.) (2015) *The Arab Uprisings Transforming and Challenging State* Power, London: I.B. Tauris  Wehrey, Frederic, (2017) *Beyond Sunni and Shia, The Roots of Sectarianism in a Changing Middle East*, New York: Oxford University Press,  Heydemann, Steven (Ed.), (2000) *War, Institutions and Social Change in the Middle East*, London: University of California Press  Romano, David and Gürses Mehmet, (2014) *Conflict, Democratization and the Kurds in the Middle East*, New York: Palgrave MacMillan  Joshua Stacher, (2012) *Adoptable Autocrats*, Cairo: The American University of Cairo, pp. 1-47.  Hanieh, Adam, “New Geographies of Financial Power: Global Islamic Finance and the Gulf”, *Third World Quarterly*; https://doi.org/10.1080/01436597.2019.1675505  Wickham, Carrie Rosefsky, (2013) *The Muslim Brotherhood, Evolution of an Islamic Movement*, Princeton: Princeton University Press.  Grawert, Elke and Abul-Magd, Zeinab, (2016) *Businessmen in Arms*, Maryland: Rowman &Littlefield; pp.23-43; 157-197. |