

4370-001: INTERNATIONAL RELATIONS OF THE MIDDLE EAST

UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE
SPRING SEMESTER 2012
COURSE OUTLINE

Instructor: Brent E. Sasley
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Class location: 02 University Hall
Class time: Thursdays, 6:00-8:50pm

Office hours: By appointment

Please note: The best and fastest way to reach me is by email.

COURSE CONTENT AND DESCRIPTION:

Albert Einstein argued that the purpose of a university education is not to teach students just facts, but to teach them to think. To this end, this course will introduce students to the international relations of the contemporary Middle East. It is divided into four sections: Section A lays out the theoretical and conceptual frameworks for understanding Middle Eastern international relations. Section B looks at some of the main conflicts that have plagued regional relationships. Section C explores some of the contemporary challenges and issues facing Middle Eastern states today in terms of regional relations. Section D provides a survey examination of the foreign policies of select countries in the region.

It is advisable that students keep up with current developments in Middle East politics. Although this is not a course on current events per se, these will of necessity be part of the class discussions. Students can follow developments in all major media outlets—such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on—as well as regional outlets (see the library course guide for links to these).

COURSE OBJECTIVES:

By the end of the course students will be familiar with the various processes and the norms of interaction between contemporary Middle Eastern actors. To meet these goals the course has the following objectives:

☞ *Identify* key concepts and theoretical frameworks used for investigating contemporary Middle Eastern international relations. This provides us with the appropriate tools for our exploration of the region.

☞ *Understand* why current regional interactions play out the way they do. Building on the previous objective, this takes us into a deeper, more detailed examination of the formation of these facts.

✦ *Think critically* about Middle East international relations. It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding. Learning to think critically allows us to do the latter.

✦ *Connect* this knowledge to a better understanding of politics in general, in any region of the world. By sharpening our critical thinking and analytical skills, we can more effectively take on the problems faced by societies everywhere.

FORMAT:

The course is conducted within a lecture framework. But class time will be used for general discussions and group work, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the professor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is said in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

OBLIGATIONS AND RESPONSIBILITIES:

Both the professor and the students have obligations and responsibilities in this course.

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom.

Students are also responsible for their own attendance and participation in class. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I

am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on your final grade.

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class.

Please note that topics may change or may not be covered, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. If there are any changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.

Communicating by E-mail:

Outside of class, email is the best way to reach me. Please use standard polite greetings and address me not as a close friend but as your professor. Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

REQUIRED READINGS:

There are three sources of mandatory readings for this course:

 A coursepack of readings, available for purchase. Coursepack readings will be referred to in the reading list below as (Coursepack)

 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <<https://elearn.uta.edu/webapps/login/>>. Blackboard readings will be referred to as (Blackboard).

 Journal articles available, in PDF format, on e-reserves at the library. To access these, log in with your UTA NetID and password to the library's website ("Catalog," then "Course Reserves"). Library reserve readings will be referred to as (Library).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Participation. Students are expected to actively contribute to the conversations that take place within the framework of learning the material. This means asking questions, answering questions, and being part of whatever class discussions and group work, or other work, are included in the course. Participation is **worth 10% of the final grade**, and will be judged over the entirety of the course.

Midterm test. There will be one in-class midterm test, **worth 10% of the final grade**, written in the **first hour on Thursday, February 23**. It will cover everything studied from the beginning of the course up to and including the class in the third hour of Thursday, February 16 (lectures, class discussions, readings, and any other materials covered in

the course). The format of the midterm test is a single essay section. Students are allowed to use **four** 3x5 note cards during the test. Students who are late to the test will **not** be given extra time to finish.

There will be **no** make-up test, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for the missed test within three school days after the missed test, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the test for a make-up to be considered, and are at the professor's discretion. A missed test must be made up **within three school days** after the date of the original scheduled test. No make-up will be allowed after that, and a grade of zero will be assigned for the test.

Simulation prep paper. In order to prepare for the simulation that will be conducted in class, each student will submit, independently, a prep paper **5-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space. The prep paper is **worth 10% of the final grade**. The prep paper is **due by the beginning of the first hour on Thursday, March 29**. Given the nature of this assignment, papers **will not be accepted after class begins**, and there will be **no extensions** on this assignment. The purpose of this paper is to prepare and familiarize students with their particular role. The prep papers will be discussed in greater detail in class.

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around or 1 inch on top and bottom and 1.5 inches on left and right. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. **The only citation/bibliography style that will be accepted is MLA format.** Citations and bibliography **must include page numbers**. Students should also be sure to keep a copy of their assignments for themselves.

Papers **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

These are research papers, and so research must be based on scholarly sources, which means journal articles, books, and academic reports from well-known research institutes (some of the latter are listed on the library guide for the course). **Students must use at least two books and two journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students

are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument.

Simulation. In order to give students a more direct understanding of and experience with the international relations of the region, three classes will be devoted to a simulation of **decision-making within and between actors in the Middle East**. These will take place in the three hours of class on **Thursday, March 29**. Students will be divided into three to five groups, each representing a specific actor in the Middle East. An issue or crisis will be given and students will engage in a process of discussion, debate, argument, and negotiation in order to come up an agreed-on response. Simulation details, including the particular issue/crisis under discussion, will be provided in class. A de-briefing/discussion of the simulation and its results will take place in the first hour of class on Thursday, April 5.

Students will be graded on their participation in the simulation; this activity is **worth 20% of the final grade**. Simulation activity consists of four elements: vigorous participation in one's group discussions (including the formulation and evaluation of policy options); peer evaluations; contributions to the de-briefing session; and simulation evaluations. There is no way to make up for any missed classes or assignments of the simulation.

Writing assignments. Students will write **two** short papers. Papers are **each worth 15% of the final grade**, and are due on **Thursday, March 1**, and on **Thursday, April 26**. Each paper is to be **4-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space. The papers will be based on the themes and topics of the course. The specific nature of the assignments will be posted on Blackboard well in advance of the due date. Examples of assignments could include: analysis of a reading or comparison of two readings; a particular question about a specific topic studied in class; a policy memo; and so on.

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around or 1 inch on top and bottom and 1.5 inches on left and right. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. **The only citation/bibliography style that will be accepted is MLA format.** Citations and bibliography **must include page numbers**. Students should also be sure to keep a copy of their assignments for themselves.

Papers **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

All papers are due at the beginning of class; a paper that is emailed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is

a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, will be **penalized one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late** (i.e., 1% per day off whatever grade is given out of 15%). Any requests for an extension must be made *before* the due date of the assignment. **Papers will not be accepted after 3 calendar days after the due date**; students will then receive a zero on the assignment.

These are research papers, and so research must be based on scholarly sources, which means journal articles, books, and academic reports from well-known research institutes (some of the latter are listed on the library guide for the course). **Students must use at least two books and two journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; *how* students make their arguments is as important as *what* they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course Blackboard and the library course guide also have links on citations and bibliographies. Students may also consult the professor for further help.

Final exam. A final exam, **worth 20% of the final grade**, will be written at the end of the course, during the university's final exam period, on **Thursday, May 10, 8:15pm – 10:00pm**. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (lectures, class discussions, readings, and any other materials covered in the course). The format of the final exam is two essay sections. Students are allowed to use **eight** 3x5 note cards during the test, but they may not use the same exam booklet used for the midterm test. Students who are late to the exam will **not** be given extra time to finish.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the exam and could not be expected to write. Documentation must be

provided for the missed exam within three school days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the exam for a make-up to be considered, and are at the professor's discretion. A missed exam must be made up **within three school days** after the date of the original scheduled exam. No make-up will be allowed after that, and a grade of zero will be assigned for the exam.

Please note that no extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment and instead re-weighting the worth of other course assignments is not an option.

ACADEMIC DISHONESTY:

Neither the professor nor the university has any tolerance for any form of academic dishonesty. Students who engage in such activities will face serious penalties, ranging from (among others) failure of the assignment, failure of the course, suspension, or expulsion from the university. According to the Regents' Rules and Regulations, academic (scholastic) dishonesty "includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

STUDENTS WITH DISABILITIES:

The University of Texas at Arlington is committed to both the spirit and letter of federal equal opportunity legislation. As the professor I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. It is the students' responsibility to inform me of their need for accommodation and in providing authorized documentation through designated administrative channels. You may contact the Office for Students with Disabilities for more information: (817) 272-3364, or www.uta.edu/disability.

DROPPING THE COURSE:

Students are responsible for deciding whether or not they should drop the course, and for being aware of the consequences of doing so. The last day to drop classes is **March 30, 2012**. Students should see their respective departmental advisors for more information.

STUDENT SUCCESS PROGRAMS:

The University of Texas at Arlington supports a variety of programs to help students connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107, or <http://www.uta.edu/uac/studentsuccess-home/>.

Participation:	10% (Throughout the course)
Midterm test:	10% (Thursday, February 23, hour 1, in class)
Simulation prep paper:	10% (Due Thursday, March 29)
Simulation activity:	20% (Thursday, March 29)
Writing assignments (2):	15% each (Due March 1; April 26)
Final exam:	20% (Thursday, May 10, 8:15-10:00pm)

GRADING SCALE:

A	80-100%
B	70-79%
C	60-69%
D	50-59%
F	0-49%

COURSE SCHEDULE:

Thursday, January 19:

Hour 1: Introduction to course

No readings.

Section A: Theoretical and Conceptual Frameworks

Hour 2: IR theory and Middle Eastern uniqueness

Fawaz A. Gerges, "The Study of Middle East International Relations: A Critique." *British Journal of Middle Eastern Studies* 18, no.2 (1991): 208-220. (Library)

Hour 3: Paradigms: Systemic and material

F. Gregory Gause, III, "Systemic Approaches to Middle East International Relations." *International Studies Review* 1, no.1 (Spring 1999): 11-31. (Library)

Thursday, January 26:

Hour 1: Paradigms: Systemic and material imperatives, cont.

Raymond Hinnebusch, "The Middle East Regional System." In *The Foreign Policies of Middle East States*, eds. Raymond Hinnebusch and Anoushiravan Ehteshami, 29-53. Boulder: Lynne Rienner Publishers, 2002. (Coursepack)

Hour 2: Paradigms: Colonialism

Edward Said, *Orientalism*. USA: Vintage Books, 1978: 1-9, 12-14, 201-225. (Coursepack)

Hour 3: Paradigms: Colonialism, cont.

James L. Gelvin, *The Modern Middle East: A History*, 2nd ed. New York: Oxford University Press, 2008: Chapter 11 (175-185). (Coursepack)

Thursday, February 2:

Hour 1: Paradigms: Domestic politics

Raymond Hinnebusch, *The International Politics of the Middle East*. Manchester: Manchester University Press, 2003: Chapter 5 (91-120). (eBook)

Hour 2: Paradigms: Domestic politics, cont.

Brent E. Sasley, "The Effects of Political Liberalization on Security." In *Redefining Security in the Middle East*, eds. Tami Amanda Jacoby and Brent E. Sasley, 150-172. Manchester: Manchester University Press, 2002. (Coursepack)

Hour 3: Paradigms: Discourses of identity

P.R. Kumaraswamy, "Who Am I? The Identity Crisis in the Middle East." *Middle East Review of International Affairs* 10, no.1 (March 2006): 63-73. (Blackboard)

Thursday, February 9:

Hour 1: Paradigms: Discourses of identity, cont.

Michael Barnett, "Culture, Strategy and Foreign Policy Change: Israel's Road to Oslo." *European Journal of International Relations* 5, no.5 (March 1999): 5-36. (Library)

Hour 2: Foreign policy analysis in the Middle East

Fred Halliday, *The Middle East in International Relations: Power, Politics and Ideology*. Cambridge: Cambridge University Press, 2005: 41-71. (Coursepack)

Hour 3: *How to write a paper for this class*

Purdue Online Writing Lab, "Avoiding Plagiarism." (Read sections: Overview; Is it Plagiarism?; Safe Practices; Plagiarism Exercise; all linked on the left side of the page.) (Blackboard)

Thursday, February 16: No classes

Thursday, February 23:

Hour 1: Midterm test (in class)

Section B: Three Circles of Conflict

Hour 2: The Arab-Israeli conflict

Jonathan B. Isacoff, "Writing the Arab-Israeli Conflict: Historical Bias and the Use of History in Political Science." *Perspectives on Politics* 3, no.1 (March 2005): 71-88. (Library)

Shlomo Avineri, "The Truth Should Be Taught About the 1948 War." *Haaretz* June 17, 2011. (Blackboard)

Hour 3: The Arab-Israeli conflict, cont.

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001*. New York: Vintage Books, 2001: Chapter 2 (37-66). (Coursepack)

Thursday, March 1: Writing assignment #1 due

Hour 1: The Arab-Israeli conflict, cont.

David W. Lesch, *The Arab-Israeli Conflict: A History*. New York: Oxford University Press, 2008: Chapter 2 (16-39). (Coursepack)

Yitzhak Shamir (Israeli Prime Minister), Address at Madrid Conference (October 31, 1991). (Blackboard)

Farouk al-Shara (Syrian Foreign Minister), Statement at Madrid Conference (October 31, 1991). (Blackboard)

Haider Abdul Shafi (Head of Palestinian Delegation), Address at Madrid Conference (October 31, 1991). (Blackboard)

Hour 2: The Arab-Israeli conflict, cont.

Hussein Agha and Robert Malley, "Camp David: The Tragedy of Errors." *The New York Review of Books* 48, no.13 (August 9, 2001). (Blackboard)

Dennis Ross, "Camp David: An Exchange." *The New York Review of Books* 48, no.14 (September 20, 2001). (Blackboard)

Hour 3: The Arab-Israeli conflict, cont.

Benjamin Netanyahu (Israeli Prime Minister), Address at Bar-Ilan University (June 14, 2009). (Blackboard)

Mahmoud Abbas (PNA President), "The Long Overdue Palestinian State." *New York Times* (May 16, 2011). (Blackboard)

Amira Hass, "Haniyeh: Hamas Willing to Accept Palestinian State with 1967 Borders." *Haaretz* (September 11, 2008). (Blackboard)

Steven Erlanger, "In Gaza, Hamas's Insults to Jews Complicate Peace." *New York Times* (April 1, 2008). (Blackboard)

Thursday, March 8:**Hour 1:** Inter-Arab conflicts

Pact of the League of Arab States (March 22, 1945). (Blackboard)

Martin Chulov, "Syria Faces Suspension From Arab League." *The Guardian* (November 11, 2011). (Blackboard)

Hour 2: Inter-Muslim disputes

Gawdat Bahgat, "Egypt and Iran: The 30-Year Estrangement." *Middle East Policy* 16, no.4 (Winter 2009): 47-54. (Library)

Ayellet Yehiav, "The Anti-Iranian Front: Egypt, Saudi Arabia, and Jordan." *Middle East Review of International Affairs* 11, no.1 (March 2007): 6-9. (Blackboard)

Hour 3: Inter-Muslim disputes, cont.

Edward Luttwak, "Revenge of the Sunnis." *Foreign Policy* (December 7, 2011). (Blackboard)

Walter Russell Mead, "Iraq: Have the Shiites Overreached?" *Via Meadia* (December 24, 2011). (Blackboard)

Thursday, March 15: ***Spring break—No class*****Thursday, March 22:****Hour 1:** Potential security communities

Mark A. Heller, "Prospects for Creating a Regional Security Structure in the Middle East." *Journal of Strategic Studies* 26, no.3 (September 2003): 125-136. (Library)

Hour 2: Regional Economic Integration

Mehran Kamrava, "Structural Impediments to Economic Globalization in the Middle East." *Middle East Policy* 11, no.4 (Winter 2004): 96-112. (Library)

Hour 3: Extra-regional actors

Benny Miller, "The Effects of Changes in the International Environment on the Future of the Middle East." *Israel Affairs* 10, no.1/2 (Autumn/Winter 2004): 105-120. (Library)

Thursday, March 29:

Hour 1: ***Simulation prep paper due
Simulation***

Hour 2: ***Simulation***

Hour 3: ***Simulation***

Thursday, April 5:

Hour 1: ***Simulation de-briefing and discussion***

Section D: Foreign Policies of Select States

Hour 2: Turkey

Malik Mufti, "Daring and Caution in Turkish Foreign Policy." *Middle East Journal* 52, no.1 (Winter 1998): 32-50. (Library)

Hour 3: Turkey, cont.

Anthony Shadid, "In Riddle of Mideast Upheaval, Turkey Offers Itself as an Answer." *New York Times* (September 26, 2011). (Blackboard)

Brent E. Sasley, "Memo to Turkey: The Arab World in 2011 is More Similar to Central Asia in 1991 Than You Realize." *Mideast Matrix* (September 27, 2011). (Blackboard)

Thursday, April 12:

Hour 1: Egypt

TY McCormick, "The Road to Tahrir." *Middle East Channel*, at *Foreign Policy* (August 18, 2011). (Blackboard)

Hour 2: Egypt, cont.

Jacob Abadi, "Egypt's Policy Towards Israel: The Impact of Foreign and Domestic Constraints." *Israel Affairs* 12, no.1 (January 2006): 159-176. (Library)

Hour 3: Jordan

Curtis Ryan, "Reform Retreats Amid Jordan's Political Storms." *Middle East Report*, Middle East Research and Information Project (June 10, 2005). (Blackboard)

Thursday, April 19:

Hour 1: Jordan, cont.

Brent E. Sasley, "Changes and Continuities in Jordanian Foreign Policy." *Middle East Review of International Affairs* 6, no.1 (March 2002): 36-48. (Blackboard)

Hour 2: Syria

Gary Gambill, "Assad's Survival Strategy." *Middle East Channel*, at *Foreign Policy* (April 6, 2011). (Blackboard)

Hour 3: Syria, cont.

Seth Wikas, "The Golan Heights and Syrian-Israeli Relations: What Does Asad Want?" *PolicyWatch* #1163. Washington Institute for Near East Policy (November 15, 2006). (Blackboard)

Thursday, April 26: Writing assignment #2 due

Hour 1: Iran

Nader Entessar, "Iran's Nuclear Decision-Making Calculus." *Middle East Policy* 16, no.2 (Summer 2009): 26-38. (Library)

Hour 2: Iran, cont.

Mark Gasiorowski, "The New Aggressiveness in Iran's Foreign Policy." *Middle East Policy* 14, no.2 (June 2007): 125-132. (Library)

Hour 3: Saudi Arabia

Robin M. Mills, "The Kingdom of Magical Thinking." *Middle East Channel*, at *Foreign Policy* (August 25, 2011). (Blackboard)

Thursday, May 3:

Hour 1: Saudi Arabia, cont.

James A. Russell, "Saudi Arabia in the 21st Century: A New Security Dilemma."
Middle East Policy 12, no.3 (Fall 2005): 64-78. (Blackboard)

Hour 2: Review for final exam

No readings.

Thursday, May 10: *Final exam (8:15pm – 10:00pm)*