POLITICAL ECONOMY AND DEVELOPMENT IN THE MIDDLE EAST (CMEN16)  
(7.5 credits)  

COURSE INSTRUCTOR  
Darcy Thompson (darcy.thompson@cme.lu.se)  
Office Hours: Mondays 12:00 to 13:00 or by appointment  

COURSE DATES AND LOCATIONS  
Start Date: March 19th 2018  
End Date: June 1st 2018  
Course Day: Mondays and Wednesdays  
Time: 10:15 to 12:00 or 13:15 to 15:00  
Location: CMES Seminar Room  

COURSE DESCRIPTION  
The course introduces students to the political economy of the Middle East by examining key issues relating to the socio-economic and political conditions, structures, institutions and policy challenges which characterise the region today. Topics of focus in this course include natural resources, and resource inequality in the region, current and long term economic and development issues, governance struggles, and the influence of external actors in domestic and regional affairs. The lectures, course readings and simulation exercises allow students to integrate theoretical and conceptual understandings with empirical examples. The course lectures are organised according to four overarching themes; the economic landscape of the MENA (key characteristics and challenges); socio-political and economic changes in the region over the last decades; the MENA in the international system; and foreign relations in and towards the MENA.  

Various assessment methods will be used to evaluate students abilities to carry out academic research (which includes the drafting of different types of research texts), to collaborate with peers, to think critically and apply conceptual ideas to present-day case studies and contexts, and to present research findings and outcomes to an audience.  

By the end of this course, students should be able to:  
• Understand the socio-economic features and structural characteristics of the MENA economies including the politics of economic development, the economic factors in domestic and regional politics; the domestic and international political economy of oil and gas; and the political economy of regional integration.  
• Examine the structure of labour markets, education and female employment. Analyse the causes and possible remedies for youth as well as gender gaps and low female labour force participation.  
• Analyse trends in resource inequality and its specific impact on different countries in the region.  
• Demonstrate skills of reasoned and supported argumentation in writing and in oral presentation; of independent research and teamwork; and of finding, analysing and synthesising information from a range of sources.
COURSE REQUIREMENTS

The course involves lectures, seminars, group assignments, presentations, and written assignments, all of which are mandatory to pass the course successfully.

Lectures
Regular attendance and participation in lectures are important aspects of this course. It is up to each student to come prepared each week having reviewed the mandatory readings. While class attendance is not mandatory, class participation is, therefore multiple absences may result in a lower grade.

Seminars
Attendance at all four of the scheduled seminars is mandatory in order to successfully pass the course. For two of the seminars students will participate in simulation exercises which require students to engage in active learning by applying theoretical concepts discussed in lectures and readings to ‘life-like’ scenarios. Following each of the simulation exercises, students are required to submit a two-page response paper identifying and discussing the main themes touched on in the exercise in relation to relevant course literature. Since each of these response papers makes up 15% of the final course grade, attendance and full participation in these exercises is necessary for doing well in this course. If a student is unable to attend one of the seminar dates due to illness or another unforeseen circumstance, they must communicate this to the instructor in advance of the class, and will be required to complete a make-up assignment in the form of an extended research paper. The assignment must be submitted no later than one week after the missed seminar.

Wikipedia Group Assignment
The aim of this assignment is to have students use the knowledge they gain in this course to produce a body of accurate knowledge that is openly accessible. Working in groups of three, students must create a Wikipedia article on a topic that relates to the course themes, and which addresses an existing ‘gap’ in Wikipedia content. The article topic must be submitted to me for approval by the specified date. Failure to do this will result in an incomplete for this part of the course.

The process of creating a Wikipedia entry is ongoing and collaborative; both among your group members, as well as the larger Wikipedia community. This level of collaboration takes time so it is necessary to start early and work on it consistently over the duration of the course. It is recommended that students meet with their group often, especially during the initial planning phase of the Wikipedia assignment. More detailed instructions can be found in the appendix of this syllabus.

Group Presentation
In their Wikipedia working groups, students are required to present their Wikipedia page in a short presentation (max. 10 minutes). This presentation is an opportunity for students to showcase the results of their work to the class as well as discuss how the value of their article - both to Wikipedia (in terms of filling an existing gap and/or expanding a particular topic or theme), as well as to particular audiences around the world. The presentation should include a brief overview of the article itself, how it connects to and expands the Wikipedia collection of articles, and how it furthers understanding on the particular topic. Students are also asked to reflect upon their experience working with the Wikipedia platform in their presentations (for instance, their experiences interacting with the Wikipedia community of editors, their views on open sourced research/knowledge sharing, etc.). Students are encouraged to use power point for their presentations to present their articles.
Note that the presentation is a group presentation, meaning that everyone in the group must participate in the delivery of the presentation. It also means that like the Wikipedia assignment itself, everyone will receive the same grade for the quality of the presentation. More detailed instructions can be found in the appendix of this syllabus.

**Simulation Response Papers**

Students are required to write a response paper for each of the simulation activities. These responses should reflect the experience and outcome of the activity and connect it to relevant course literature. In other words, students must discuss the seminar activity in relation to the course literature. This means engaging with the course literature (at least 4 texts listed on the course syllabus) to explain and understand the issue(s) raised and outcome(s) of the simulation activity. It is important that you do not summarise the objectives and outcomes of the activity but focus on the key themes and issues which the activity brought to life, and connect them to a critical reading of your selected texts.

**Final Assignment**

The central idea of this final assignment is for students to apply the knowledge and understandings which they have accrued during the course to an empirical (‘actual’ and/or ongoing) problem or issue negatively affecting some aspect of the Middle East region. Students must present their chosen issue or problem, providing the relevant background and history of it. Next students must examine their chosen issue/problem analytically in relation to the course literature. In particular, students are to assess if the issue/problem confirms or challenges what has been discussed course readings, and why. A major objective of this assignment is making connections to the course literature. Therefore, to receive a good grade the assignment should display knowledge from multiple readings. The required length of this paper is approximately 3000 words or 10 pages. More detailed instructions are included in the appendix of the syllabus.

**COURSE GRADING**

- Wikipedia Group Assignment - 30%
- Group Presentation – 10%
- Seminar Responses - 15% each
- Class Activities – 5%
- Final Assignment Text - 20%

**WEEKLY SCHEDULE:**

(Mon) 19/03. Lecture 1: How to Study the Middle East

**Mandatory Reading:**


**Optional Reading:**
Ozlap, O. (2012). Where is the Middle East? The Definition and Classification Problem of the Middle East as a Regional Subsystem in International Relations.

**Wed 21/03. Seminar: Introduction to Wikipedia**

**Mandatory Reading:**
Available in the corresponding seminar folder on LUVIT

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**Topic selection to be submitted by 28/03 by 23:59.**

**Mon 26/03. Lecture 2: Challenges to Development in the MENA**

**Mandatory Reading:**


**Optional Reading:**


**Mon 04/04. Lecture 3: MENA Economies and Regional Economic Integration**

**Mandatory Reading:**


**Optional Reading:**  


**(Mon) 9/04. Seminar: Simulation Exercise 1**  
See appendix for instructions.  
**Seminar response paper 1 due: 13/04 at 23:59.**

**(Mon) 16/04. Lecture 4: Authoritarianism and the Democracy Deficit in the MENA**

**Mandatory Reading:**  


**Optional Reading:**  


(Mon) 23/04. Lecture 5: The Oil Market, Oil States and the International Political Economy

**Mandatory Reading:**


**Optional Reading:**
Hollander, L. D. (2016). Late rentierism and the struggle for democratization in the Middle East in the light of the Arab spring.


(Mon) 30/4. Lecture 6: External Actors, Geopolitics and the MENA

**Mandatory Reading:**


Optional Reading:


(Mon) 7/5. Lecture 7: Resource (In)Security in the MENA

Mandatory Reading:


Optional Reading:


(Wed) 9/5. Seminar: Simulation Game 2
See appendix for instructions.
Seminar response paper 2 due: 16/5 at 23:59.
(Mon) 14/5. Lecture 8: Information Communication Technologies and Freedom in the MENA

**Mandatory Reading:**


**Optional Reading:**


(Mon) 21/5. Seminar: Wikipedia Group Presentations
See appendix for instructions.

**Final assignment due: 1/06 at 23:59.**