Issues of Development in the Middle East

MEAS8108

Course description

This course is designed to acquaint students with some of the more important problems, concepts and ideas related to the process of economic transformation of the Middle Eastern societies. While paradigms of sustainable economic growth and equitable distribution of wealth will be among the central concerns of the course, its scope also will be much broader, dealing with the fundamental questions of where these societies are headed, by which paths, and with what consequences.

The course will combine theoretical and comparative approaches to change in the Middle East with the advancement of empirical knowledge concerning individual experiences of the Arab states, Iran, Turkey, and Afghanistan. In discussing what constitutes 'development' and how it can be measured, various currents in contemporary discourse about development (or in reaction against development) will be examined, using Western and indigenous perceptions. The course will seek to integrate the themes of reform, the emergence of new social movements, crises of rentierism and corporatism, and neo-patriarchy into the narrative of change in the Middle East.

Staff

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Course website

Study@ http://studyat.anu.edu.au/courses/MEAS8108;details.html

Wattle http://wattlecourses.anu.edu.au/course/view.php?id=1366

Wattle will be used as an important method of communication in the course, including for information such as the course guide, copies of handouts and notes, copies of assessment information, and announcements. Please check the Wattle site regularly (at least once a week is recommended).

Mode of delivery and workload

The course will be delivered in seminar style, using a mixture of semi-formal lectures/presentations by the course convener and informal discussion sessions among students and between students and the convener.

The course will meet for two hours once per week, Wednesdays 4.00pm-6.00pm, over Weeks 1-7 and 9-13 inclusive, in the CAIS Tutorial Room (Room 1.14 in the CAIS Building, Bldg 127, Ellery Cres.)

The workload for the course will encompass:

- Reading, thought and preparation for seminars of some 4-5 hours per week over 12 weeks (50-60 hours);
- Attendance at seminars (advisable and expected but not compulsory except for the week when a student is making her/his presentation) for 2 hours per week over 12 weeks (24 hours);
- Reading, preparation and writing of the major essay (the workload for which varies, but can be expected to be a minimum of 50-60 hours in total);
- Preparation for and attendance at the final examination (20-30 hours in total); and
- Possibly other or additional work as the course progresses, or longer on the tasks above than the total times indicated.

Learning outcomes

The following are the specific aims and learning outcomes set for the course. It is expected that students will be across all of these, albeit to varying degrees, by the end of the course.

1. To identify and understand global challenges faced by the world in general and the Middle East in particular.

2. To familiarize students with the experiences of Middle Eastern states and societies with "development" and encourage them to think about the implications of economic adjustment for communities at mezzo- and micro-level.
3. To promote and facilitate a re-evaluation of the concepts and theories contained within the existing "development" and "modernisation" frameworks.
4. To introduce students to scholarly criticism of developmentalism, both from within the field of development studies (eg, 'New Institutionalists', theorists of 'social capital', etc.), and from outside (Third Worldism, feminism, traditionalists, et al.)
5. To examine critically the praxis of development based on the Washington Consensus and neo-liberalism.

Course schedule

	Week starting	*Topic*
Week 1	23 July	Introduction to the course
Week 2	30 July	The economic history of the Middle East to 1945
Week 3	6 August	State-led development and state capitalism
Week 4	13 August	Oil, rents and development
Week 5	20 August	The economic liberalization era, 1974-2008
Week 6	27 August	Gulf models of development since the 1980s
Week 7	3 September	Islamic approaches to development
Mid-semester break Monday 10 – Friday 21 September inclusive		
Week 8	24 September	No class: *essays due 4pm Tuesday 2 October*
Week 9	1 October	Demography, education and development
Week 10	8 October	Bureaucracy, corruption and development
Week 11	15 October	Gender and issues of development
Week 12	22 October	The Middle East after the GFC and the Arab Spring
Week 13	29 October	Course conclusion

See also the week-by-week topic outline and reading list later in the course guide.

Assessment details

Major essay

- The major essay is due no later than 4pm Tuesday 2 October 2012.
- It must be on a topic selected from the list supplied in Week 1 and on Wattle.
- It should be 4,000-4,500 words in length (strictly).
- It will count for 50% of the total course assessment and final mark.
- The essay will be assessed against one or more of Learning Outcomes 1, 2, 3, 4 or 5, and will be assessed on (in descending order of importance):
  - Whether and how well the question is answered;
  - Whether and how well an argument is presented;
  - The factual accuracy of the essay;
  - The depth and sophistication of research demonstrated in the essay;
  - Whether academic conventions have been followed; and
  - The technical quality of the essay.

- The essay should be handed to the CAIS Administrator (Room 2.09 in the CAIS Building), or deposited in the essay box chute in the Library door (on the ground floor of the CAIS Building), no later than 4pm on the due date. Essays should not be left anywhere else, and if they are, they may not be received or accepted.

Student presentation

- Students will each make a short oral presentation of 15-20 minutes (the exact duration and style are flexible), introducing a week's topic or looking in detail at one aspect of it. The aim of the presentation is to encourage active involvement in seminar discussions and as practice in collating and synthesising sets of arguments from the reading.
- The presentation will test students on at least one of the five 'Specific Learning Outcomes'.
- It will be assessed against one or more of Learning Outcomes 1, 2, 3, 4 or 5, and will be assessed on (in descending order of importance):
  - Whether and how well the agreed topic is handled or question is answered;
  - Whether and how well an argument is made and sustained;
  - The factual accuracy of the presentation;
  - The amount and sophistication of thought demonstrated; and
  - The technical quality of the presentation.
- It will count for 10% of the total course assessment and final mark.
- Further advice will be provided in the Week 1 seminar.

Final examination

- The final examination will be held during the Second Semester examination period (8-24 November inclusive).
- It will be two-and-a-half hours' duration plus 15 minutes reading time.
- It will consist of two sections and both short answer questions and longer essay style questions. Further advice on the structure and content of the examination will be provided at either the Week 12 or Week 13 seminar.
- It will count for 40% of the total course assessment and final mark.
- The exam will be assessed against several of Learning Outcomes 1, 2, 3, 4 and 5, and will be assessed on (in descending order of importance):
  - Whether and how well the questions posed are answered;
  - Whether and how well facts and arguments, as applicable, are presented in the answers;
  - The depth and sophistication of knowledge and understanding demonstrated in the examination; and
  - Technical quality, while much less of an issue with handwritten assessment such as an examination, is important in that writing must be legible and clear.

Penalties, extensions and 'blind marking'

All essays submitted by the due date will be assessed and returned as soon as possible and before the final examination.

In fairness to students who meet the deadlines for assessment work, RSSS imposes a penalty upon all essays submitted after the due date or later than an approved extension of the due date. The penalty is two percentage points subtracted from the assessed mark for the essay, for each working day by which the essay is overdue.

Once essays on a particular topic have been returned to students, no further essays on that topic will be accepted. Some notice will be provided as to when essays are likely to be returned, but this notice may not be lengthy.

Note that essays which are submitted late may be returned with only a mark attached and no feedback.

Students seeking an extension of the essay deadline must make the request before the due date or if this is not possible then as soon as practicable after it. Extensions may be granted on medical, compassionate, or other reasonable grounds, but are not granted automatically. Supporting evidence is usually required.

Please note that the College has introduced the practice of 'blind marking' for examination scripts only. This applies only to formal examinations: students must provide their name, student number and signature on all essay cover sheets when submitting essays.

Learning resources, prescribed texts and readings

The week-by-week list of topics, key questions and readings later in this course guide provide guidance as to expectations regarding preparation for seminars. Readings should be read and absorbed before the seminar for which they have been set. Other readings may be provided or suggested during the course.

The essential readings are provided through Wattle, with scans, saved copies or links provided. Where films are set as preparation for a seminar, these will be publicly available and free material: a URL and/or search terms is provided.

Students should conduct their own searches for additional material, which usually will be available through the library or online.

The course assumes only basic background knowledge of the Middle East, and the early few weeks are devoted to background and contextual issues. However, students with no background knowledge are advised to consult a textbook on Middle East politics or political economy before commencing the course. Some books to consult include:

- On Middle Eastern politics in general: Beverley Milton-Edwards, *Contemporary Politics in the Middle East* (Cambridge: Polity Press, 2006, 2nd Edn);
- On modern Middle Eastern history: Peter Mansfield, *A History of the Middle East* (London: Penguin, various edns);
- On Middle Eastern political economy and development: Clement M. Henry and Robert Springborg, *Globalization and the Politics of Development in the Middle East*, 2nd Ed. (Cambridge: Cambridge University Press, 2010).

Students are strongly encouraged to keep up to date with relevant journals on the Middle East, including *The Middle East Journal*, *International Journal of Middle East Studies*, *Middle Eastern Studies*, *Middle East Policy*, *Arab Studies Quarterly*, *Middle East Report*, *Journal of Arabian Studies*, *Journal of Palestine Studies, Journal of North African Studies*, and *International Journal of Contemporary Iraqi Studies*. All of these routinely have articles on political economy and development issues that are of use for weekly seminar preparation and essay research.

Broader political science and international relations journals are also useful, especially *Foreign Affairs*, *Third World Quarterly*, *Journal of Developing Societies*, *World Development*, *Development and Change*, *The Washington Quarterly*, *Survival*, *International Affairs*, and *International Organization*, among others.

Dedicated news magazines on the region include *The Middle East* magazine (available through Proquest) and *Middle East Economic Digest* (available through Factiva). *The Economist*, while a broader business publication, is often of use as well.

Generic skills

By the end of the course, students should achieve most or all of the following general learning outcomes for the course:

1. Communication skills – Students will learn to present well reasoned arguments and to critically engage the arguments of others, both in writing and verbally.
2. Critical thinking – Students will learn to look at arguments about Middle Eastern politics, specifically those on the Israeli-Palestinian conflict and related issues, and to evaluate the strengths, weaknesses and biases of these arguments. This skill should be transferable to other analytical tasks.
3. Research – Students will learn to evaluate and utilise a wide variety of sources and collections.

General information

Academic Integrity

http://academichonesty.anu.edu.au/index.html
Academic misconduct can seriously jeopardize your academic career, your future, and, if you are an international student, your ability to stay in Australia to study. It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic honesty both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they do not knowingly assist other students in academically dishonest practice.

When in doubt about anything, ASK...and...ask EARLY – don't leave it until the assignment due date. Your lecturers, tutors and College administration staff are here to help you.

It is the responsibility of everyone at the ANU to uphold and promote fundamental principles of quality and integrity in scholarly work.

Academic Skills and Learning Centre

https://academicskills.anu.edu.au/
The Academic Skills and Learning Centre (ASLC) offers ANU students free and confidential help with their academic work through individual consultations, workshops, courses, podcasts and handouts. Our aim is to assist students to develop the academic, critical thinking and communication strategies that are foundational to all scholarly activity. For ANU students, the ASLC offers:

- individual consultations
- workshops/courses
- online and print materials and publications
- the Language Exchange Program
- podcasts
- the Essay and Report Writing File

The ASLC is located on the lower ground floor of the Pauline Griffin Building and is only closed on weekends and public holidays.

Appeals Procedure

http://cass.anu.edu.au/current-students/rules-and-policies/appeals
If you genuinely believe you have received an inappropriate or incorrect result in a course, there are steps you can take to have that result reviewed. This must be done within 30 working days of the formal notification of results.

Your first point of contact should always be your tutor or the course convenor.

ANU Library

http://library.anu.edu.au
The Library has a wide range of print and electronic information resources to help you research your assignment topics. Some of the useful resources and services available are:

- Library Discovery Sessions at the beginning of semesters
- a reserve collection of high-use course material, including lecture tapes
- exam papers from previous years available online
- AskANU where you can get help with computer skills
- subject access to electronic and internet resources
- Frequently Asked Questions to help you find your way

AskANU IT Consultants

http://ilp.anu.edu.au/AskANU/
AskANU IT Consultants provide a combined library and IT help service. Consultants can give you one-to-one assistance and training with ANU IT services, including accessing the ANU wireless network, email, printing and passwords, as well as any other Library or Information Commons issues. The AskANU IT Consultants are based in the Chifley Library.

Information Literacy Program

http://ilp.anu.edu.au
The Information Literacy Program runs a number of training and presentation activities, including:

- Generic information & IT skills training for academic and general staff and all students, with a specialised program for graduate students
- Working with academic staff to support learning outcomes for undergraduate and postgraduate courses
- Tailored and one-off activities as required. In-curriculum sessions are developed in consultation with course convenors
- Tutors Induction Programs
- Online interactive tutorials, guides and help sheets

ANU Counselling Centre

http://counselling.anu.edu.au/
The ANU offers a free and confidential counselling service to all current ANU students and staff. Counselling services to students are provided by Counsellors in the Counselling Centre, while services to staff are provided by the Adviser to Staff or by external advisers.

Your counsellor will help you to:

- get a better understanding of your problem
- strengthen your resources for handling the problem
- find an effective solution.

Counselling is generally short-term, and your counsellor will aim to help you resolve your problem in the shortest possible time.

ANUSA – ANU Students' Association

http://anusa.com.au/
The Australian National University Students' Association (ANUSA) is the representative body of undergraduate students on campus. If you are an undergraduate student at ANU, then you are an ANUSA member, and ANUSA is your student voice. ANUSA consists of a number of elected students. They present student issues to the University Council, to College committees and on other official bodies. ANUSA also represents student issues outside the campus, organises social events and provides some student services which are not otherwise provided by the University.

Dean of Students

http://www.anu.edu.au/dos/index.html
The Dean of Students offers confidential, impartial advice, and can help to resolve problems by acting as a neutral intermediary between students and the academic or administrative areas of the University. The Dean can ensure that student concerns are communicated to important deliberative and decision making University committees. So even if you feel there is nothing to be done about an issue you've confronted, or you have only indirect awareness of a problem facing students, it's still worth making the Dean aware of the issues.

PARSA – Postgraduate and Research Students' Association

http://parsa.anu.edu.au/
PARSA's primary focus is the welfare of all postgraduate students at the ANU, particularly with respect to their studies.

PARSA provides the following services to ANU's Postgraduate and Research Students:
- Information and referral for postgrad students
- Representation on University committees
- Advocacy for individual postgraduates
- Campaigning & Lobbying on postgrad issues
- Free legal advice to postgrad students
- An annual Postgrad Survival Guide
- Social functions for postgrad students
- Administration of Emergency Loan Scheme

Jabal Indigenous Higher Education Centre

http://indigenous.anu.edu.au/
Jabal Indigenous Higher Education Centre provides a meeting place for Australian Indigenous students studying at the Australian National University in Canberra. You will find Indigenous students and staff strongly committed to improving education outcomes that benefit Australian Indigenous communities.

JIHEC focuses on:

- supporting the teaching and learning issues of Indigenous students;
- retention by having a dedicated Academic Coordinator to assist each student on campus;
- undertaking advocacy on issues of concern to the Indigenous students and community
- graduation, providing a uniquely ANU Indigenous graduation stole and by joining in your success by attending your graduation, and;
- providing advice and expertise in Indigenous areas as a contribution to the ANU community, the ACT Indigenous community and the Australian Community.

International Office

http://info.anu.edu.au/studyat/International_Office
The International Office provides information, support and activities for international students, staff, and other people and organisations associated with international students at the ANU.

The Disability Services Centre (DSC)

http://www.anu.edu.au/disabilities/index.php
The DSC is the first point of contact for students with disabilities at the ANU. The Unit works to facilitate access to the ANU for students with a disability. This involves making "reasonable adjustments" to address the effects of the disability so that students with disabilities are not disadvantaged by these effects, nor unfairly advantaged by these adjustments, and have a fair chance of demonstrating their knowledge and skills. The Disability Services Centre offers the following services:

- provision of a DSC card, registering the holder as having a medically verified disability;
- assessment and organisation of support or adjustments such as note-taking, exam arrangements and tutoring;
- advice on and use of assistive technological equipment;
- referral to other services or agencies (Counselling, Health, Academic Skills & Learning Centre, etc.);
- advice to staff on teaching and assessment practices;
- other support and advice as needed, including contributing to ANU policy development.

College of Arts and Social Sciences Website

http://cass.anu.edu.au
The College of Arts and Social Sciences website provides information about College disciplines, structure, staff contacts, as well as information and links for students about:

- Honours
- tutorial registration
- travel and travel grants
- internships
- studying abroad and exchange
- workshops, and more

Weekly seminar guide

Week 1: Introduction and overview

This week provides an introduction to the course, covering:

- Administrative matters;
- An introduction to some of the terms, issues and concepts that are central to the course; and
- Some basic background on the region's resource and population base and its economic geography.

No set readings, but students without prior study of the Middle East should familiarize themselves with the history of the region: recommended is a book such as Peter Mansfield, *A History of the Middle East* (London: Penguin, various edns).

Week 2: The economic history of the Middle East to 1945

This week is a discussion of the historical position of the Middle East in the world economy, and economic changes and challenges, from the rise of Islam to the end of WWII. The focus will be on the 19th century and first half of the 20th century.

Charles Issawi, "Middle East Economic Development: The General and the Specific 1815-1913" in M.A. Cook (ed.), *Studies in the Economic History of the Middle East*, London: Oxford University Press, 1970, pp. 359-411.

Albert Hourani, *A History of the Arab Peoples*, London: Faber and Faber, 1991, Ch2. 19-20 (pp. 315-349.

Timur Kuran, "Why the Middle East is Economically Underdeveloped: Historical Mechanisms of Institutional Stagnation", *Journal of Economic Perspectives*, 18:3, Summer 2004, pp. 71–90.
http://www.jstor.org/stable/pdfplus/3216807.pdf?acceptTC=true

Week 3: State-led development and state capitalism

- This week is a discussion of the emergence of state-led development, the state capitalism of the post-independence era, and import substituting industrialisation orthodoxies of development, and the issues and limitations of SLD and ISI in delivering development.
- The focus/case study this week is Egypt.

Alan Richards and John Waterbury, *A Political Economy of the Middle East: State, Class, and Economic Development*, Boulder: Westview Press, 1996, Ch. 7 (pp. 184-218).

John Waterbury, *The Egypt of Nasser and Sadat: The Political Economy of Two Regimes*, Princeton: Princeton University Press, 1983, 4-5, pp. 57-100

Week 4: Oil, rents, and development

- This week is a discussion of the emergence of the oil states of the Gulf in the period from the 1940s to the 1980s and the maintenance of royal dynasties in them.
- A focus/case study on Saudi Arabia this week.

Giacomo Luciani, "Allocation vs. Production States: A Theoretical Framework", in Giacomo Luciani (ed.), *The Arab State*, London: Routledge, 1990, Ch 3.

Tim Niblock and Monica Malik, *The Political Economy of Saudi Arabia*, London: Routledge, 2007, Chs 1-2 (pp. 1-51).

Steffen Hertog, *Princes, Brokers, and Bureaucrats: Oil and the State in Saudi Arabia*, Ithaca: Cornell University Press, 2010, Ch. 4 (pp. 84-136).

Week 5: The economic liberalization era, 1974-2008

- This week is a discussion of the economic liberalization period, starting with Sadat's al-infitah ("opening") and looking at the path and outcomes of economic liberalization, marketization, and privatization policies.
- This week Egypt and Syria are compared as case studies.

Timothy Mitchell, "Dreamland. The Neoliberalism of Your Desires", *Middle East Report*, No. 210, Spring 1999, pp. 28-32.

Charles Gore. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries", *World Development*, 28:5, 2000, pp. 789-804.

Bruce K. Rutherford, *Egypt after Mubarak: Liberalism, Islam, and Democracy in the Arab World*, Princeton: Princeton University Press, 2008, Ch. 5 (pp. 197-230).

Volker Perthes, "Economic challenges and policy responses", *Syria under Bashar al-Asad: Modernisation and the Limits of Change (The Adelphi Papers)*, 44:366, 2004, pp. 27-39.

Week 6: Gulf models of development since the 1980s

- The discussion this week is on the Gulf since the 1980s, including the rise of a new form of rentierism and a new state capitalism, and whether Dubai, Qatar, or suchlike offers a "model" of development for elsewhere in the Gulf or in the Arab world.
- A focus/case study on Dubai this week.

Matthew Gray, "A Theory of 'Late Rentierism' in the Arab States of the Gulf", *Center for International and Regional Studies Occasional Paper No. 7* (Doha: Georgetown University School of Foreign Service in Qatar, 2011), also online at http://cirs.georgetown.edu/files/MatthewGrayOccasionalPaperWEB_1.pdf.

Martin Hvidt, "The Dubai Model: An Outline of Key Development-Process Elements in Dubai", *International Journal of Middle East Studies*, 41:3, August 2009, pp. 397-418. http://search.proquest.com/docview/195599923/fulltextPDF/1379662DFB424075E9B/9?accountid=8330

Christopher Davidson, "The Emirates of Abu Dhabi and Dubai: Contrasting Roles in the International System", *Asian Affairs*, XXXVIII: 1, March 2007, pp. 33-48. http://www.tandfonline.com/doi/pdf/10.1080/03068370601108624

Week 7: Islamic approaches to development

- This week looks at whether there are Islamic ideas or approaches to economics and development that might provide a development alternative to the traditional Western models of state-led or market-led economic development.
- There will be basic discussion of economic principles and ethics in economics, and of Islamic banking/finance.
- There is a country case study of Jordan this week.

Charles Tripp, *Islam and the Moral Economy: The Challenge of Capitalism*, Cambridge: Cambridge University Press, 2006, Ch. 4 (pp. 103-149).

Timur Kuran, *Islam and Mammon: The Economic Predicaments of Islamism*, Princeton: Princeton University Press, 2004, Ch. 2 (pp. 38-54).

Mohammed Malley, "Jordan: A Case Study of the Relationship between Islamic Finance and Islamist Politics", in Clement M. Henry and Rodney Wilson (eds), *The Politics of Islamic Finance*, Edinburgh: Edinburgh University Press, 2004, Ch. 9 (pp. 191-215).

Quintan Wiktorowicz and Suha Taji Farouki, "Islamic NGOS and Muslim Politics: A Case from Jordan", *Third World Quarterly*, 21:4, August 2000, pp. 685-699. http://www.tandfonline.com/doi/pdf/10.1080/01436590050079065

Week 8: No seminar this week

This week has been kept free for students to focus on finalizing their major essay.

Remember that the major essay is due no later than 4pm Tuesday 2 October (i.e. the Tuesday in Week 9).

Week 9: Demography, education, and development

The focus this week is on the impacts, for better and worse, of high population growth in the Middle East in recent decades, and especially on the issue of education and development.

Paul Rivlin, *Arab Economies in the Twenty-First Century*, Cambridge: Cambridge University Press, 2009, Ch. 2 (pp. 7-35).

Cheryl Benard, "Fixing What's Wrong – and Building on What's Right – with Middle East Education", *The SAIS Review of International Affairs*, 26:6, Summer 2006, pp. 29-45. http://muse.jhu.edu/journals/sais_review/v026/26.2benard.pdf

Mai Yamani, *Changed Identities: The Challenge of a New Generation in Saudi Arabia*, London: RIIA, 2000, Ch. 3 (pp. 49-69).

Week 10: Bureaucracy, corruption, and development

- This week will begin with a brief look at bureaucratic development in the region as an aspect of state-led development.
- It will then focus on the sources and nature of corruption and its various forms in Middle Eastern political economies, and debate some of the aspects of these.
- The focus this week is on wasta as a theme/case study: How pervasive is it? Is it corruption? What are the pluses and minuses of it in a development sense?
- Mention will also be made of patronage, patrimonialism and the informal sector in the region, as all have some link to issues of corruption and informal economic conduct.

Mark Robinson, "Corruption and Development: An Introduction", in Mark Robinson (ed.), *Corruption and Development*, London: Frank Cass, 1998, pp. 1-14.

Kate Gillespie, "The Middle East's Corruption Conundrum", *Current History*, January 2006, pp. 40-46. http://ejscontent.ebsco.com/ContentServer.aspx?target=http%3A%2F%2Fwww%2Ecurrenthistory%2Ecom%2Fpdf%5Forg%5Ffiles%2F105%5F687%5F40%2Epdf

Robert B. Cunningham and Yasin K. Sarayrah, "Taming Wasta to Achieve Development", *Arab Studies Quarterly*, 16:3, Summer 1994, pp. 29-41. http://search.proquest.com/docview/220605663/fulltext/13796710E61983D6D6/3?accountid=8330

Hayfaa Tlaiss and Saleema Kauser, "The importance of wasta in the career success of Middle Eastern managers", *Journal of European Industrial Training*, 35:5, 2011, pp. 467-486.

Week 11: Gender and development

This week is focussed on issues of women, gender and development, including:

- The position of women in Middle eastern political economies.
- The impacts on women of past and current development orthodoxies.
- Gender relations and political economy structures and dynamics.
- Egypt and the Gulf are both considered as case studies.

Valentine M. Moghadam, *Women, Work, and Economic Reform in the Middle East and North Africa*, Boulder: Lynne Rienner, 1998, Ch. 1 (pp. 3-25).

Ragui Assaad and Melanie Arntz, "Constrained Geographical Mobility and Gendered Labor Market Outcomes Under Structural Adjustment: Evidence from Egypt". *World Development*, 33:3, 2005, pp. 431-454. http://www.sciencedirect.com/science/journal/0305750X/33/3

Eleanor Abdella Doumato, "Women in Civic and Political Life: Reform Under Authoritarian Regimes", in Mary Ann Tétreault, Gwenn Okruhlik, and Andrzej Kapiszewski (eds), *Political Change in the Arab Gulf States: Stuck in Transition*, Boulder: Lynne Rienner, 2011, Ch. 9 (pp. 193-223).

Week 12: The Middle East after the GFC and the Arab Spring

This week is a crystal-ball gazing effort, looking at where the Middle East might now head, in a development sense and in terms of its political economy structures, given the impacts of the global financial crisis and the Arab Spring. Some topics to be canvassed include:

- How has the GFC affected the region? In particular:
  - Has the Dubai model been discredited by the financial and debt problems of the emirate?
  - Has state intervention and state capitalism been given renewed life by the GFC? If so, what does this mean for rentier states?
  - What is the future of economic liberalization in light of the GFC?
  - What problems might emerge in the political economies of the Middle East that would influence development potential?
- What have been, and are likely to be, the impacts of the Arab Spring on the region's political economies and development prospects?
- Other topics may be brought in this week as appropriate: details will be provided in advance if so.

Roger Owen, *The Rise and Fall of Arab Presidents for Life*, Harvard: Harvard University Press, 2012, Ch. 10 and Conclusion (pp. 172-201).

Angela Joya, "The Egyptian revolution: crisis of neoliberalism and the potential for democratic politics", *Review of African Political Economy*, 38:129, 2011, pp. 367-386. http://www.tandfonline.com/doi/abs/10.1080/03056244.2011.602544

Jane Kinninmont, "'Bread, Dignity, and Social Justice': The Political Economy of Egypt's Transition", *Chatham House Briefing Paper 2012/01*, London: Royal Institute of International Affairs, April 2012. http://www.chathamhouse.org/sites/default/files/public/Research/Middle%20East/bp0412_kinninmont.pdf

Stéphane Lacroix, "Is Saudi Arabia Immune?", *Journal of Democracy*, 22:4, October 2011, pp. 48-59.

Week 13: Course conclusion

This week we will wrap up the course, discuss any final issues, and debate the future for the region and specific states in light of the dynamics discussed in the course.
There are no set readings for this week, but some may be provided during the semester. Also, revisit key ones from previous weeks as necessary. This week will also be a chance to discuss any issues not covered in the course thus far.