BOSTON UNIVERSITY
PARDEE SCHOOL OF GLOBAL STUDIES

THE POLITICS OF THE ARABIAN PENINSULA AND PERSIAN GULF:
CAS IR 504/PO 577

PROFESSOR LORI
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Spring 2023
Wednesdays: 2:30-5:15 pm
Classroom: PSY B55
Office Hours: Spring 2023 office hours: Tuesdays 2:00-4:00 PM, Wednesdays 10:00-11:00AM, please sign up https://calendly.com/nlori/office-hours
156 Bay State Road, 402 or on zoom (link will be generated when you sign up)

Course Description and Overview:
This graduate level course has been designed to provide participants with a deep understanding of the politics of the Arabian Peninsula and Persian Gulf. This seminar will ask students to critically assess dominant political narratives about the Gulf by examining the region's history, demography, economy, security and rising importance on the global stage. It is presumed that the participants have had the equivalent of an introductory course on the Middle East.

A growing number of Middle East commentators paint the Sunni-Shia sectarian battle as an age-old battle—a bipolar force rooted in the regional heavyweights of Saudi Arabia and Iran. Seminar participants will critically assess this dominant narrative by probing the depth of the relationship between the countries found along the Gulf shores. Students will become familiar with the history of protracted interactions between Persians and Arabs; a history that includes the circulation of peoples, trade, religion, culture and commerce in the Gulf and Indian Ocean for centuries preceding modern state formation in the region.

Moving from this shared history to nation-state formation of the region, this seminar will critically examine the impact oil has had on the political development, demographics, and geopolitics of the region, as well as its importance to international security. A key political earthquake in the Gulf was the 1978-79 revolution in Iran. In the past quarter century, the Gulf has been the scene for major war between Iran and Iraq, the Iraqi invasion of Kuwait, and the U.S. invasion of Iraq. More recently, a seeming backbone of the Arab Gulf states—the Gulf Cooperation Council—was stalled with a rift between Qatar on the one hand, and Saudi Arabia, the UAE and Bahrain on the other with lasting ramifications. Participants will address the strategic interests that subsequent waves of foreign powers have had in the region—including securing access to oil, maintaining a balance of power by preventing the rise of a hostile power, and ensuring the security of Israel.

The main objective of the course is to supply students with the theoretical skills and

empirical evidence necessary to evaluate and develop their own arguments about contemporary politics in the Gulf. Students will critically engage with a range of theoretical and empirical works on Gulf politics and be guided through the planning and execution of an original research project.

Course prerequisites:

- First Year Writing Seminar (e.g., WR 120)
- Junior standing
- 300-level course on the Middle East* (or instructor permission)

Hub Learning Outcomes:

- Writing-Intensive (WIN) (one unit)
- Critical Thinking (CRT) (one unit)
- Global Citizenship and Intercultural Literacy (GCIL)

Writing Intensive Learning (WIN) Outcomes

This course is specifically designed to engage students in a research project that unfolds over the course of an entire semester. The seminar is designed to discourage students from binge writing by assigning parts of the final paper early on in the semester. Students will be asked to develop their own research question, and work with the instructor and peer review partner to refine their question and arguments over the course of several different assignments. These assignments include a short analysis of a primary source (map quiz assignment); research design; peer review of the research design; rough draft; peer review of the rough draft; and final draft and response memo to reviewers. The instructor will not accept final paper submissions from students who do not submit all of the preceding component parts of the assignment, as the main objective is to engage in writing as an iterative process. Students are encouraged to take advantage of the university's resources to support this process, including one-on-one consultations with the university research librarians and writing center:

- International Relations and Political Science Research librarian: ask@bu.edu
- BU writing center: https://www.bu.edu/writingprogram/the-writing-center/

Critical Thinking (CRT) Outcomes

The research and writing assignments are designed to demonstrate students' ability to identify, distinguish, and assess normative, ideological, and evaluative claims and judgments about their selected research topics. You will work in pairs to ask: is my question falsifiable? What kind of evidence would be required to effectively answer this question? What is the most compelling explanation based on the evidence I have identified? Can I identify possible counter-arguments and alternative explanations? The objective is for students learn to distinguish empirical claims about their topic from normative, ideological, and evaluative claims and judgments. Throughout the semester, students have the opportunity to practice their ability to evaluate the validity of arguments, including their own beliefs about the topic. The assignments are designed to engage students at regular intervals and during each stage of the project, and each student

will have at least one one-on-one meeting with the instructor about their research topic. Students will reflect upon this critical engagement with research claims in their reviewer response memos.

Global Citizenship and Intercultural Literacy (GCIL) Outcomes

The assigned readings, seminar discussions, student presentations, and media artifact assignment are designed to introduce students to the political, economic and cultural life of the Arabian Peninsula and Persian Gulf. From very early on in the semester, the class readings will raise questions about how 'distinct' this region is by explaining the history of empires, modern nationalism, gender politics, and continuing foreign interventions. The objective is to orient students towards thinking critically about their preconceived understandings of the Middle East and create a safe and open environment where they can discuss their ideas frankly while respecting their peers. This is achieved by assigning student moderator(s) to each class session whose goal will be to engage every student in the discussion. Every student must make at least one intervention per session, and the daily notecard assignments are designed to facilitate this process (if all else fails, students can read their notecards as their intervention).

Required Readings:

The following books are required for class and available for purchase from the University Bookstore or online. Note that e-books available on our university website cannot be downloaded as a full PDF on the same day (you have to download chapters individually over several days).

Gregory Gause, *The International Relations of the Persian Gulf* (Cambridge University Press: 2009) (available as e-book at BU library)

Frederic Wehrey, *Sectarian Politics in the Gulf: From the Iraq War to the Arab Uprisings* (Columbia University Press: 2014) (available as e-book at BU library)

Noora Lori, *Offshore Citizens: Permanent Temporary Status in the Gulf* (Cambridge University Press: 2019) (available as e-book at BU Library) **(pdf version available on blackboard, please do not circulate)**

Recommended

Steven Van Evera *Guide to Methodology for Students of Political Science* (Cornell University Press, 2007) (highly recommended for anyone who intends to write a thesis)

Abrahamian, Ervand, *History of Modern Iran*, (Cambridge University Press: 2008) (available as e-book at BU library)

Madawi Al-Rasheed and Robert Vitalis, eds., *Counter-Narratives: History, Contemporary Society, and Politics in Saudi Arabia and Yemen* (Palgrave

MacMillan: 2004) (available as e-book at BU library) (we will read several chapters, but the whole book is recommended, especially for more on information on Yemen)

Lawrence Potter, *The Persian Gulf in History* (Palgrave MacMillan: 2009)

All other readings will be available for download from the course blackboard site.

ASSIGNMENTS:

When turning in any written assignments, please always make sure to include your full name and the assignment's title in the email title as well as the file name of the attachment (ex. Your first name last name, presentation for week X; first name last name research design; first name last name rough draft, and so forth).

Participation/Notecards: (10%) Due each session

Active participation means not only coming to classes and actively participating in class discussions, but also turning in a notecard (directions below). If you do not turn in a card, you will be marked as absent for that class session. Students may have two absences without penalty. With the third unexcused absence, you will be docked 5 points from the final class grade *(e.x. A to A-, A- to B+, etc).*

Covid disruptions: given the health-related and personal disruptions many students may face during this difficult time, students who must miss classes due to circumstances beyond their control will work with the instructor to identify other ways of completing the class time.

Notecard

1. At the beginning of each class please turn in a 3 x 5 white notecard with your name and the date on one side. On the other side of the notecard, please include from the day's readings (1) one quotation, noting the author and page number, and (2) one comment on why your quotation raises an important issue. Make sure that your writing is legible and that your quotation and comment fits on one side of a single notecard.
2. You may not turn in a notecard if you do not attend class, or turn in a notecard for anyone else, under any circumstances.
3. Notecard will not be returned to you, but at the end of the semester each student will get a class participation grade that will be based on these cards and your engagement in class discussions.
4. Please note that this assignment is *not* a response paper. These cards should not be long responses to the readings. Instead, it is designed to facilitate an inclusive discussion, as every seminar participant is expected to contribute to the discussion every session. If you have not had an opportunity to make a comment during the seminar session, I might call on you and ask you to share your notecard with the class.

Presentation: Oral presentation & moderating session (15%) (sign up for presentation week)

This assignment aims to develop students' communication and language skills in order to plan and deliver an effective presentation. Students will sign up for individual (or partner) presentations to supplement the readings for one class session at the beginning of the semester. **This assignment should consist of an oral presentation of no more than 15 min (per student) to be followed by discussion questions on the readings**. Students are encouraged to use images and any relevant key terms, maps, or historical timelines to help illustrate the stakes of the week's readings to the class. Since this presentation is short, videos are discouraged. Student presenters are also the student moderators for that session, leading the class's discussions on the assigned readings by introducing several discussion questions. Students will be evaluated on how well they are able to present as well as facilitate an inclusive classroom discussion that bridges themes from the presentation and readings.

Map quizzes (Primary Source Assignment) (10%) 2 quizzes: Map #1 (5%) and Map #2 (5%)

Students will have to take two map quizzes for this course, with the purpose of a) familiarizing students with the geography of the region and its neighbors, and b) discussing primary sources and how to analyze maps as primary sources.

In the first map quiz, students will be asked to identify the countries that are part of the Middle East and North Africa on a map. The objective of the first map quiz is to familiarize students with the basic geography of the region. State boundaries are particularly important for understanding how current fault-lines and tensions emerged out of the region's state formation process.

In the second map quiz, students will be asked to identify the US military presence in the Middle East and its vicinity. Students will be required to identify (and distinguish between) the locations of all US air force, army, marine, and naval bases in the region. The objective of the second map quiz is to familiarize students with the level of US military penetration in the region.

Both quizzes will be closed to books, notes, and all electronic equipment (laptops, smart phones, tablets etc.).

After taking the second (military) map quiz, students will be asked to discuss the following during the class discussion:

- What did you learn about where US bases are located in the Gulf region? Why do you think they are located where they are?
- How do these locations inform our understanding of US strategic interests in the region?
- How do these locations inform our understanding of US allies in the region?
- If this map was a primary source for a research paper, how would you use it? What kind of research questions can this map help answer?

Research Paper (60%): research design (15%), rough draft (5%), peer review comments (5%), response memo (5%) and final paper (30%)
Students will be guided through the research and writing process. Each will choose their own individual research project in consultation with the professor. Papers must be comparative in scope and focus on cases drawn from the themes covered in class. The comparative method and case selection criteria will be discussed in class. Appropriate primary data sources and secondary sources will also be discussed in class.

The final research project accounts for a large proportion of the final grade and students will be evaluated in four parts:

First, students will turn in a research design on **March 15**. Email an electronic copy to the professor and your peer review partner.

Students will read each other's research designs and provide written comments (to be shared with the professor via email) the following week.

Second, students will turn in a full (rough) draft of the final research paper on **April 12**. Email an electronic copy to the professor and your peer review partner.

Students will read each other's rough drafts and provide written comments (to be shared with the professor via email) the following week.

Written comments on the research design and rough drafts will be graded for how thoughtful and helpful they are to your peers.

The final two assignments include: 1) the final draft of your paper, and 2) a response memo that explains how you have adopted the recommendations of your peer review partner (or why you did not adopt certain suggestions) throughout the writing process.

The final paper and response memo of this research project is due **11:59pm on Friday May 5, no exceptions**. Papers must be between **18-20 pages long**, excluding the title page and bibliography (Times New Roman, 12-font, 1-inch margins).

Evaluation breakdown:

- Participation/notecards 15%
- Map quiz 1 5%
- Map quiz 2 (primary source) 5%
- Presentation 15%

- Individual Research Project 60%
  Research Design *15%*
  Rough Draft *5%*
  Peer Review Comments *5%*
  Response Memo *5%*
  Final Paper *30%*

*All written assignments must be submitted in **electronically** to the instructor via email at nlori@bu.edu prior to class time.*

Academic Integrity:
There is a zero-tolerance policy for cheating and plagiarism. Please review the BU academic code of conduct carefully: http://www.bu.edu/academics/policies/academic-conduct-code/

Disabilities statement:
Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 or access@bu.edu to coordinate any reasonable accommodation requests. ODS is located at 25 Buick Street on the 3rd floor.

In order to be sure that accommodations can be made in time for all assignments, please plan to turn in your accommodations letter to me as soon as possible after the first class. After you turn in your letter, please meet with me to discuss the plan for accommodations so that we can be sure that they are adequate, and you are supported in your learning.

Electronic Device Policy:
No laptop computers, tablets, or cell phones are permitted during class time (unless the student is giving a presentation during that class session). Students are encouraged to take notes by hand during class discussions and reflect upon and synthesize them on a computer after class. Of course, the students participating remotely will need to use their computers, but I encourage you to treat the laptop as a camera, and still use a paper notebook for the class. While I understand that many of you prefer to take notes on your devices, research shows that you retain information better when you write by hand than when you type on a device. [See Pam A. Mueller, "Take Notes by Hand for Better Long-Term Comprehension" in *Association for Psychological Science* (April 24, 2014). http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html] During this time especially, we will all benefit from as much time away from our screens as possible.

WEEK 1: INTRODUCTION:

JANUARY 25, 2023

- Syllabus & Introductions
- Sign up for presentations
- Countries for map quiz (next session)
- *Note: please purchase books or begin downloading the chapters from the BU library's e-book collection (textbook chapters not available on blackboard)*

WEEK 2: WHAT IS THE "MIDDLE EAST" AND "PERSIAN GULF"?

FEBRUARY 1, 2023

- David Fromkin. "How the Modern Middle East Map Came to be Drawn." In *Smithsonian* (May 1991): 166-170. (blackboard)
- Roger Adelson, "British and U.S. Use and Misuse of the Term, 'Middle East,'" in *Is There a Middle East? The Evolution of a Geopolitical Concept*, edited by Michael E. Bonine, Michael Gasper, and Abbas Amanat (Stanford University Press, 2011): pgs 36-55. (blackboard)
- Gregory Gause, *The International Relations of the Persian Gulf*
    - Chapter 1 "The Persian Gulf as a Security Region," (1-15).
    - Chapter 2 "Chapter 2 "The Emergence of the Gulf Regional System, 1971-1978" (16-44). (available as e-book from BU library: https://buprimo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=ALMA_BOSU151868714010001161&context=L&vid=BU&lang=en_US&search_scope=default_scope&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,gregory%20gause%20international%20relations%20of%20the%20persian%20gulf&sortby=rank&mode=Basic)

******Map quiz #1: National boundaries of Middle East and North Africa******

WEEK 3: A CRASH HISTORY OF THE GULF (PERSIANS, ARABS, AND THE INDIAN OCEAN):

FEBRUARY 8, 2023:

- Lawrence Potter, *Society in the Persian Gulf Before and After Oil* CIRS-Georgetown (1-56) (blackboard).
- Ahmad Al-Dailami, "'Purity and Confusion'": The Hawala between Persians and Arabs in the Contemporary Gulf" in Lawrence Potter, *The Persian Gulf in Modern Times* (299-326) (blackboard).
- Shahnaz Nadjmabadi, "Cross-border Networks: Labor Migration from Iran to the Arab Countries of the Persian Gulf" *Anthropology of the Middle East,* Vol.5, no. 1, Spring 2010: 18-33 (blackboard).

- Robert Harms, Bernard K. Freamon, and David W. Blight, "Introduction" in *Indian Ocean Slavery in the Age of Abolition* (Yale University Press: 2013): 1-19. (blackboard).

Recommended

- Abrahamian, Ervand, *History of Modern Iran*, (Cambridge University Press: 2008): (pre-revolutionary Iran)
  Introduction, Chapters 1-3 (pgs. 1-96) (e-book through BU library: http://buprimo.hosted.exlibrisgroup.com/BU:default_scope:ALMA_BOSU151842194670001161).
- Fahad Bishara, "Paper Routes: Inscribing Islamic Law across the Nineteenth-Century Western Indian Ocean" *Law and History Review* vol 32, 4 (Nov 2014): (797-820) (blackboard).
- Johan Mathew, "Trafficking Labour: Abolition and the Exchange of Labour across the Arabian Sea, 1861- 1974" *Slavery & Abolition* 33, 1 (March 2012): 139-156. (blackboard).

WEEK 4: WRITING AND RESEARCH METHODS DISCUSSION: "How To Develop A Research Question"

FEBRUARY 15, 2023:
*****Research Questions due** Bring to class for discussion (ungraded)***

- Steven Van Evera, "Guide to Methods for Students of Political Science" (Introduction, Chapter 1 (skim), and appendix: how to write a paper) (blackboard- not the best scan)
- Course guides for inspiration/reference to BU library's collections of primary sources (click on "Newspapers, films/video, images, sound" tab)
  https://library.bu.edu/USinMiddleEast
  https://library.bu.edu/raceandmigration
- (Note: since this session has a very short reading assigned, I would recommend starting the readings for next session)

WEEK 5: A CRASH HISTORY OF THE GULF (NATION-MAKING AND STATE FORMATION IN THE UAE AND SAUDI ARABIA):

FEBRUARY 22, 2023

- Noora Lori, *Offshore Citizens: Permanent Temporary Status in the Gulf* (Cambridge university Press), Introduction (1-29), Chapter 2 (50-96).
- Madawi Al-Rasheed and Robert Vitalis, eds., *Counter-Narratives: History, Contemporary Society, and Politics in Saudi Arabia and Yemen* (New York: Palgrave MacMillan, 2004):
  - Chapter 1: Sheila Carapico, "Arabia Icognita: An Invitation to Arabian Peninsula Studies," (11-35).

- Chapter 2: Abdulaziz H. Al-Fahad, "The '*Imama* vs. the '*Iqal*: Hadari-Bedouin Conflict and the Formation of the Saudi State," (35-77).
- Chapter 7: Madawi Al-Rasheed, "The Capture of Riyadh Revisited: Shaping Historical Imagination in Saudi Arabia" (183-201).
  - (e-book through BU library: http://buprimo.hosted.exlibrisgroup.com/BU:default_scope:ALMA_BOSU1216106610300011 61).

WEEK 6: CHANGING ECONOMICS AND US INTERESTS IN THE REGION: OIL PRODUCTION & ITS POLITICAL RAMIFICATIONS

MARCH 1, 2023:
******Map quiz #2: US military presence in the Greater Middle East******
(see discussion questions about reading map as primary source on pg 5 of the syllabus)

- J. Seccombe and R.I. Lawless, "Foreign Worker Dependence in the Gulf, and the International Oil Companies: 1910-50" *International Migration Review*, 20, 3 (Autumn, 1986): 548-574 (blackboard).
- Robert Vitalis, "Black Gold, White Crude: An Essay on American Exceptionalism, Hierarchy, and Hegemony in the Gulf," *Diplomatic History* 26, 2 (2002): 185-213 (blackboard).
- Toby Craig Jones, "America, Oil, and War in the Middle East," *The Journal of American History* (2012) 99 1: 208-218 (blackboard).
- Michael Ross, "Does Oil Hinder Democracy?" *World Politics* 53 (3) (April 2001): 325-361. (blackboard)
- Gwenn Okruhlik, "Rentier Wealth, Unruly Law, and the Rise of Opposition: The Political Economy of Oil States," *Comparative Politics* Vol. 31, No. 3, (April 1999): 295-315 (blackboard)

*****SPRING BREAK NO CLASS ON MARCH 8*****

WEEK 7: REGIONALISM, THE IRANIAN REVOLUTION AND GULF WARS

March 15, 2023:
Assignment ***Research designs due*** (Email copy to instructor nlori@bu.edu and your assigned partner).

- Gregory Gause, *The International Relations of the Persian Gulf*
  - Chapter 3 "The Iranian Revolution and the Iraq-Iran War" (45-87)
  - Chapter 4 "The Gulf War and the 1990s" (88-135)
- Frederic Wehrey, *Sectarian Politics in the Gulf: From the Iraq War to the Arab Uprisings* (Intro, chapters 1-2): (1-39)
  - (e-book accessible through BU's library: http://buprimo.hosted.exlibrisgroup.com/BU:default_scope:ALMA_BOSU151736495110001161)

Recommended (Post-Revolutionary Iran)

- Abrahamian, Ervand, *History of Modern Iran*, (Cambridge: Cambridge University Press: 2008): Chapters 4-6 (pgs. 97-196). (e-book)

WEEK 8: THE IRAQ WAR, U.S. INTERESTS & INFLUENCE ON DOMESTIC POLITICS

MARCH 22, 2023

Assignment ***Peer Review of Research designs due***

- Gregory Gause, *The International Relations of the Persian Gulf*
  - Chapter 5 "9/11, the Iraq War and the future of the Persian Gulf" (136-187)
  - Chapter 6 "The Iraq War: American decision-making" (184-240)
  - Chapter 7 "Conclusions: war and alliance in the Persian Gulf" (241-250)
- Amaney Jamal, *Of Empire and Citizens: Pro-American Democracy or No Democracy at All? (*Princeton: Princeton University Press, 2012):
  - Chapter 1: Introduction 1-36 (read closely)
  - Chapters 2, 3, 4 (47-135) (skim sections on Jordan, read sections on Kuwait)

WEEK 9: POST-OIL DEVELOPMENT AND LABOR MIGRATION:

MARCH 29, 2023

- Noora Lori, *Offshore Citizens: Permanent Temporary Status in the Gulf* (Cambridge University Press, 2019) Chapter 4 (133-159).
- Bina Fernandez, "Traffickers, Brokers, Employment Agents, and Social Networks: The Regulation of Intermediaries in the Migration of Ethiopian Domestic Workers to the Middle East" *International Migration Review*, Volume 47 Number 4 (Winter 2013): (814-842). (blackboard)
- Omar AlShehabi, Adam Hanieh, and Abdulhadi Khalaf, *Transit States: Labour, Migration and Citizenship in the Gulf*
- Preface, Chapter 1, 2, 3, and 4 (available as e-book from BU library): https://ebookcentral.proquest.com/lib/bu/detail.action?docID=3386789
- Neha Vora- *Impossible Citizens: Dubai's Indian Diaspora*
  - Introduction (1-35) (available as e-book from BU library): http://buprimo.hosted.exlibrisgroup.com/BU:default_scope:ALMA_BOSU121721150050001161).

WEEK 10: ARAB MIGRANTS AS SECURITY THREATS & POLICING ACCESS TO CITIZENSHIP:

APRIL 5, 2023

- John Chalcraft, "Migration and Popular Protest in the Arabian Peninsula and the Gulf in the 1950s and 1960s" *International Labor and Working-Class History,* 79 (Spring 2011): 28-47. (blackboard)
- Rosie Bsheer, "A Counter-Revolutionary State: Popular Movements and the Making of Saudi Arabia" *Past and Present,* no. 238 (Feb 2018) (233-277). (blackboard)
- Noora Lori, *Offshore Citizens: Permanent Temporary Status in the Gulf* (Cambridge University Press, 2019) Chapter 3 (97-132).
- Ann Lesch "Chapter 8: No Refuge for the Refugees: The Insecure Exile of Palestinians in Kuwait" in Lesch and Lustick, *Exile and Return: Predicaments of Palestinians and Jews* (University of Pennsylvania Press: 2005): 161-182. (blackboard)

WEEK 11: RACIAL HIERARCHY AND MINORITY INCLUSION/EXCLUSION
APRIL 12, 2023
Assignment ***Rough Drafts due** (Email copy to instructor nlori@bu.edu and your assigned partner).

- **Watch: 'iinaa bialmanzil - انا بالمنزل" I AM HOME ;** https://vimeo.com/475664240/15cf9f2bea
  - **Discussion with director Sitwat Hashmi (guest speaker)**
- Noora Lori, *Offshore Citizens: Permanent Temporary Status in the Gulf* (Cambridge University Press, 2019) Chapters 5 + 6
- Claire Beaugrand, *Stateless in the Gulf: Migration, Nationality and Society in Kuwait* (I.B. Tauris, 2017): https://www.amazon.com/Stateless-Gulf-Migration-Nationality-Society-ebook/dp/B07P5QRR7H/ref=sr_1_1?dchild=1&keywords=stateless+in+the+Gulf&qid=1611667212&sr=8-1

****No class on April 19, 2023 (Monday Schedule)****

WEEK 12: COMPETING EXPLANATIONS OF THE ARAB SPRING

APRIL 26, 2023
Assignment ***Peer Review of Rough Drafts due***

- Bassam Haddad, Rosie Bsheer, and Ziad Abu-Rish *The Dawn of the Arab Uprisings end of an Old Order?* (Pluto Press, 2012):
  - Preface, Introduction, and Part 1 (x-48)
  - Chapter 23, "When Petro-dictators Unite: The Bahraini Opposition's Struggle for Survival" (169-176)
  - E-book available on BU library website (https://buprimo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=ALMA_BOSU151713034940001161&context=L&vid=BU&lang=en_US&search_scope=default_scope&adaptor=Local

%20Search%20Engine&tab=default_tab&query=any,contains,rosie%20bsheer&offset=0

- Frederic Wehrey. *Sectarian Politics in the Gulf: From the Iraq War to the Arab Uprisings*
  - Part 1: Bahrain: skim 3 and 4, read 5 closely (39-102)
  - Part 2: Saudi Arabia: skim 6 and 7, read 8 closely (103-156)
  - Part 3: Kuwait: skim 9 and 10, read 11 closely (157-192)
  - (e-book accessible through BU's library: http://buprimo.hosted.exlibrisgroup.com/BU:default_scope:ALMA_BOSU151736495110001161)

WEEK 13: THE FUTURE OF ALLIANCES (GULF BLOCKADE AND CHANGING RELATIONSHIP WITH ISRAEL)

MAY 3, 2023:

- Project on Middle East Studies (POMEPS), "The Qatar Crisis" (read all, 1-74) available here (and on blackboard): https://pomeps.org/wp-content/uploads/2017/10/POMEPS_GCC_Qatar-Crisis.pdf
- Elham Fakhro "Selling Normalization in the Gulf" Middle East Report https://merip.org/2021/06/selling-normalization-in-the-gulf/
- **Assignment: bring 2-3 newspaper articles or 1 policy report on the changing relationship between Israel, Bahrain, and UAE to discuss with the class.**

Discussion questions:

What do you think led the UAE and Bahrain to recognize Israel, and why now? What ramifications does this warming of relations have for the prospects of Palestinian statehood?

Final Research paper and peer response memo due at: 11:59PM on May 5, 2023.** *Late submissions will not be accepted*