Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts
   Department: Political Science

2. Course Prefix and Number: POLI 5710/6710

3. Effective Term: Fall 2010

4. Course Title:
   Persian Gulf Politics
   Abbreviated Title (30 characters or less): Persian Gulf Politics

5. Requested Action:
   - [ ] Renumber a Course
   - [x] Add a Course
   - [ ] Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Maximum Hours (Repeatability):</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact/Group Hours</td>
<td>3</td>
</tr>
<tr>
<td>Scheduled Type</td>
<td>Lecture</td>
</tr>
<tr>
<td>Weekly or Per Term?</td>
<td>weekly</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Anticipated Enrollment</td>
<td>40</td>
</tr>
</tbody>
</table>

   Total Credit Hours: 3

7. Grading Type:
   - [x] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites, Co-Requisites:
   Prerequisite(s):
   Co-Requisite(s):
   Pre/Co-Requisite(s):

9. Restrictions:
   - [ ] College
   - [ ] Major
   - [x] Standing
   - [ ] Degree

10. Course Description:
    An examination of the politics of the Persian Gulf.

10. May Count Either
    5710 or 6710

12. Affected Program(s):
    (Respond "N/A" if not included in any program)
    | Program Type | Program Title | Requirement or Elective? |
    |---------------------------------|-----------------|-------------------------|
    | Major | B.A. in Political Science | elective |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification: In the past few decades the Persian Gulf has given birth to the world’s first Islamic revolution, three major wars, and global terrorism. POLI majors would benefit greatly from a course on this part of the world.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Existing resources are adequate. Faculty currently on staff.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes: The first goal of this course is to familiarize students with the political dynamics of the states of the Persian Gulf. The second goal is to make student conversant with the policy debates of the day, among them: was the war in Iraq a war for oil (and if so, why are gas prices so high)? What are US options for dealing with the war in Iraq today? What does this war have to do with the war on terrorism? What is the significance of Iran’s nuclear program? And what, exactly, is an Islamic Republic? How stable is Saudi Arabia? What should the US relationship with the countries of the Gulf be? What does the president need to know about the Gulf? By the end of the course, students should be conversant with these (and other) debates and able to engage in an intellectually sophisticated analysis of these and related political issues.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

<table>
<thead>
<tr>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Islam</td>
</tr>
<tr>
<td>The Middle East, ch 1 (15 centuries in one chapter!)</td>
</tr>
</tbody>
</table>

2. The Gulf - the Iranian Revolution and the Iran Iraq War

The Middle East, ch. 3
- Gregory Gause, "War and Alliance in the Gulf: The International Politics of the Persian Gulf, 1971-2008," Ch. 3

3. The Gulf War

Gause ch. 4; http://www.crisisgroup.org/home/index.cfm?id=3301; http://www.crisisgroup.org

The Actors

4. The United States

The Middle East, ch. 5

EXAM

5. The United States

The Middle East, ch. 5

6. Iran

The Middle East, ch. 7

Reading, TBA

7. Saudi Arabia

The Middle East, ch. 16

Reading, TBA
8. The GCC states
   The Middle East, chs. 11, 15
   EXAM

9. Oil
   The Middle East, ch. 4
   Iraq

10. History
    The Middle East, ch. 8
    Gause ch. 5

11. Sunnis


12. Shias
    “Shiite Politics in Iraq: The Role of the Supreme Council,” (15 November 2007) at www.crisisgroup.org
    exam

13. Kurds

Conclusions and Options

14. The Persian Gulf and the Global Community
    Reading to be announced

15. Conclusions

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Undergraduates: Grades will be based on 4 equally-weighted exams (25% each). The fourth exam will be on the time and day assigned for a final exam for this class.

Graduate Students: three take-home exams (25% each), plus a research paper (25%). The paper must consider several (at least three) distinct independent variables. These might include political institutions, economic factors, regime type, external pressure, demographic factors, etc. "History" is not an independent variable: it is a place you go to look at evidence. Once you have your argument, the argument, it should drive the paper. Introduce evidence (properly sourced using some accepted notation system) to support the argument. Avoid beginning with a hunch and cherry-picking evidence that would support that hunch. You may begin with a hunch, but must at least leave open the possibility of being surprised by the evidence. Use primary sources wherever possible. Use refereed journals. Wikipedia is not a source. Just because it's on the Internet doesn't mean it's true. A topic and 1 page summary of what you think your argument might be, or at least a clear statement of dependent variable and
likely independent variables, are due by the fourth week of the semester. The draft is due the Monday of the 10th week of the semester. The final paper is due by the last day of class.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

- A = 90 and above
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: 

Graduate students will be required to write a final research paper that summarizes and assesses the projects and research that they have completed throughout the semester.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for participation in intercollegiate athletic events, subsistence for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy:  Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy:  All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations:  Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2066 (V/TT).
Approvals

Department Head / Chair

David Smith

College / School Curriculum Committee

Date

Collge / School Dean

12/7/09

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: 

Telephone: 

E-Mail Address: 

Fax:
POLI 5710/6710
Persian Gulf Politics

Prerequisites for 5710: junior standing.

Bulletin Description: An examination of the politics of the Persian Gulf.

Course Credit: This course is worth three (3) semester credit hours and meets three times a week for 50 minutes each, for 15 weeks.

Justification for Graduate Credit: Graduate students will be required to write a final research paper that summarizes and assesses the projects and research that they have completed throughout the semester.

Course Description: In the past few decades the Persian Gulf has given birth to the world’s first Islamic revolution, three major wars, and global terrorism. Although of vital importance to the US, the region remains a mystery to most Americans. After this course, it will be a bit less mysterious. This class will examine Gulf politics from a domestic, regional and global perspective. This is an upper-level course and those with very little familiarity with the region are encouraged to acquire a bit of background through sources recommended by the instructor.

Course Objectives: The first goal of this course is to familiarize students with the political dynamics of the states of the Persian Gulf. The second goal is to make student conversant with the policy debates of the day, among them: was the war in Iraq a war for oil (and if so, why are gas prices so high)? What are US options for dealing with the war in Iraq today? What does this war have to do with the war on terrorism? What is the significance of Iran’s nuclear program? And what, exactly, is an Islamic Republic? How stable is Saudi Arabia? What should the US relationship with the countries of the Gulf be? What does the president need to know about the Gulf? By the end of the course, students should be conversant with these (and other) debates and able to engage in an intellectually sophisticated analysis of these and related political issues.

Grading Scale:

A = 90 and above
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Course Requirements:
Undergraduates: Grades will be based on 4 equally-weighted exams (25% each). The fourth exam will be held at the time and day a final exam is scheduled for this class.
Graduate Students: three take-home exams (25% each), plus a research paper (25%). The paper must consider several (at least three) distinct independent variables. These might include political institutions, economic factors, regime type, external pressure, demographic factors, etc. “History” is not an independent variable: it is a place you go to look at evidence. Once you have your argument, the argument, it should drive the paper. Introduce evidence (properly sourced using some accepted notation system) to support the argument. Avoid beginning with a hunch and cherry-picking evidence that would support that hunch. You may begin with a hunch, but must at least leave open the possibility of being surprised by the evidence. Use primary sources wherever possible. Use refereed journals. Wikipedia is not a source. Just because it’s on the Internet doesn’t mean it’s true. A topic and 1 page summary of what you think your argument might be, or at least a clear statement of dependent variable and likely independent variables by the fourth week of the semester. The draft is due the Monday of the tenth week of the semester. The final paper is due by the last day of class.

The following are available for purchase in the usual places:

The Middle East (CQ Press, 11th edition). Students are encouraged to go to CQ’s glossary of terms accompanying the book at http://www.cqpress.com/Middle-East-Supplements


Some of the assigned reading is found at the International Crisis Group website, www.crisisgroup.org. To find the particular reading, go to the site, search for the topic or title, then make sure you link through to the full text.

Additional readings will be made available through some electronic format.

Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT)

Academic Honesty: Students are expected to behave with integrity. Academic dishonesty will not be tolerated and will be dealt with in the manner specified in the Tiger Cub.

Students may withdraw (although with a W on their transcript) until midsemester.

Make-ups for all missed and late work are allowed with proper University approved excuses.
Student emails will be answered within 48 hours of receipt.

The AU Classroom behavior policy is strictly followed; please refer to the Tiger Cub for the details of this policy.

The final exam will be given at the University set time and date.

All readings are to be completed before coming to class.

There are no unannounced quizzes.

Student names and email addresses may be shared with the students in this class for the purpose of roll taking and/or class projects.

**Introduction**

1. Welcome to the Gulf

   The context. Go to www.mapsofwar.com and watch History of Religion and Imperial History of the Middle East.

   Work this puzzle (www.yourchildlearns.com/puzzle_me.htm) or study the one in your book or at the GULF2000 website (below) until you can locate the eight countries (and capitals) of the Persian Gulf (Saudi Arabia, Iraq, Iran, Bahrain, Kuwait, Qatar, Oman, and the UAE). Try to figure out who their rulers are. Get a sense of what countries are near the Gulf and thus likely to take an interest in its politics.

   Go to http://gulf2000.columbia.edu (the best public portal to the Gulf). Click on and read “An Introduction to the Region.” Click around until you learn something new. What (and where) is the Shatt al-Arab? Which Persian (hint) Gulf country is not Arab? In which three Gulf countries do Shiias predominate? Who is the president of Iran? How do you pronounce that? What are the names of all the emirates in the UAE? What is the price of oil today (in dollars/barrel)? What was the region’s major source of revenue before oil? What is the Strait of Hormuz and why do we care? What country is al-Jazeera in? What are its headlines today?

Read the news from a Gulf perspective. What’s different? Several English-language Gulf papers are accessible at the gulf2000 site (News Links - click on Gulf News) or at www.onlinenewspapers.com. Or try al-Jazeera www.aljazeera.com or http://english.aljazeera.net/HomePage or the satellite station at livestation.com (download and click on the al-Jazeera icon (the English one). Come to class on Thursday with a news article about the Gulf and a question about it.
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1. Islam
   The Middle East, ch 1 (15 centuries in one chapter!)

2. The Gulf - the Iranian Revolution and the Iran Iraq War
   The Middle East, ch. 3
   Gregory Gause, "War and Alliance in the Gulf: The International Politics of the Persian Gulf, 1971-2008." Ch. 3

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   EXAM

5. the United States
   The Middle East, ch. 5

6. Iran
   The Middle East, ch. 7
   Reading, TBA

7. Saudi Arabia
The Middle East, ch. 16
Reading, TBA

8. The GCC states

The Middle East, chs. 11, 15
EXAM

9. Oil

The Middle East, ch. 4

**Iraq**

10. History

The Middle East, ch. 8
Gause ch. 5

11. Sunnis


12. Shias

“Shiite Politics in Iraq: The Role of the Supreme Council,” (15 November 2007) at www.crisisgroup.org
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