Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number:  POLI 3560

3. Effective Term:  Fall 2013

4. Course Title:  The Arab Spring

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

   Current Course Number:
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   - Contact/Group Hours:
   - Scheduled Type:
     - Lecture
   - Weekly or Per Term?
     - Weekly
   - Credit Hours:
     - 3
   - Anticipated Enrollment:
     - 35

   Maximum Hours (Repeatability):  3

   Total Credit Hours:

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

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "FC:" to indicate a prerequisite with concurrency.

   none

9. Restrictions:  List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)

    An examination of the Arab Uprising that began in Tunisia in 2010 and spread to the rest of the region.

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)

    Program Type  Program Title  Requirement or Elective?
    (e.g.: minor, major, etc.)  (e.g.: MS in Chemistry, Performance Option, Minor in Art)  (required or optional?)

    Major  BA or Minor in Political Science  optional

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

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:
The Arab uprisings that began in December 2010 had within a year ousted four leaders in power for decades, prompted two civil wars and two international interventions, and led to popular demonstrations in nearly every Arab country. These transformations continue to reshape the region and will have an impact for decades to come. As such, this is an important topic for our students to have the option to study, in particular our POLI majors with concentrations in international relations or comparative politics.

(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.

(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 objective of the course is to understand the events that comprise the Arab Spring and to explore the similarities and differences that emerged as the uprising crossed the region. The second objective is to develop the ability to analyze dramatic events with unclear meaning and uncertain consequences as they unfold.

(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:
The two assigned textbooks are Mehran Kamrava’s The Modern Middle East (University of California Press, 2011) and Marc Lynch, The Arab Uprising (Perseus, 2012). For the first part of the course (historical background), I typically supplement these with assigned readings in the news that week that relates to the general topic (e.g., when I discuss Islamic law, I might include an article on the debate about Islamic law in the Egyptian constitution). In the second half of the course, I supplement the textbook with more analytical pieces that either update events that have occurred since the book was published or engage a topic raised (or not raised, but has since become important) in the background readings. I typically assign current pieces from Foreign Policy, Jadaliyya, Merip, al-Jazeera – places where academics tackle current events in a more journalistic style. Or, if I’m in a hurry, whatever my colleagues on Facebook are talking about.

This week, for example, we covered the monarchies, and I assigned:
Read:
Review Lynch sections on the monarchies
Michael Herb, "Monarchism Matters," Foreign Policy, November 26, 2012
Christopher Davidson, Yes, the Gulf monarchies are in trouble, Foreign Policy, November 13, 2012
Curtis Ryan, What's (maybe) new in Jordan, Foreign Policy, October 11, 2012
James Traub, "The Reform of the King," Foreign Policy, November 2012.

Week 1 - Introduction
Week 2 - Islamic History, Beliefs, and Practices
Week 3 - Islamic History, Beliefs and Practices
Week 4 - Colonialism
Week 5 - From Arab Nationalism to Political Islam
Week 6 - Exam
Week 7 - The Arab Spring, map quiz
Week 8 - Single Party Regimes and the Arab Spring
Week 9 - Monarchies and the Arab Spring
Week 10 - Arab Spring Break
Week 11 - The Empire Strikes Back
Week 12 - Interventions, Exam
Week 13 - Political Transitions
Week 14 - Islam and the Arab Spring
Week 15 - US Foreign Policy and the Arab Spring

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

18. Assignments / Projects:
Grades will be based on three equally-weighted exams (32% each) and a map quiz (4%). All missed exams require university excuses unless prior approval is given. If extra credit assignments are offered, they will be worth one raw point each and must be turned in within one week of the assignment or event.
The first exam tests the students primarily on their knowledge of Islamic beliefs and practices (including the sectarian differences that constitute one framing of the current cold war in the region), on Arab nationalism as it emerged historically, and on three waves of mobilization that preceded the Arab Spring. The second exam tests them on their knowledge of the way the Arab Spring played out in individual countries, organized by regime type (e.g., single-party, monarchy). The third exam tests them on the political transitions since the beginning of the Arab spring and on US foreign policy issues the se transformations present.

(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:
Grading Scale: A = >89; B = >79; C = >69; D = >59; F = else

(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:
n/a

(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 Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY 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 student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena 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 consult the Student Policy eHandbook 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Hayes Center, 844-2095 (V/TT).