1. **Title of the module**

POLI6300 (PO630) Politics of the Middle East

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This module is not a required course for any of our programmes; however it contributes to all undergraduate programmes in the School of Politics and International Relations.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1: be familiar with different aspects of the Middle Eastern conflict and the region as a whole.

2: understand the difficulties related to objectivity and the problem of bias in the study of the Middle East

3: understand the historical background of the making of the modern Middle East and the roles that the imperial legacy and the Cold War has played in this

4: understand the different aspects of the Palestinian conflict and the role that this conflict plays in shaping the modern Middle East

5: understand the rise and fall of Arab nationalism and the emergence of Islamic radicalism

6: be familiar with methodological problems involved in conducting area studies

7: understand the Western academic approaches to the Middle Eastern societies with a special focus on the question of “Orientalism”

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

1: think critically about political and international events, ideas and institutions

2: relate the academic study of politics and international relations to questions of public concern

3: understand the problematic character of inquiry in the discipline

4: develop transferable cognitive and generic skills useful in a wide range of vocations and which will contribute to personal intellectual development

5: have a level of conceptual understanding that will allow them to critically evaluate research, policies and practices

6: be reflective and self-critical in their work

7: use the internet, bibliographic search engines, online resources, and effectively conduct research

7: engage in academic and professional communication with others

8: have independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

This module introduces students into the study of the Middle East as a region and an arena of international conflict. Against the background of a historical review of the developments in the 20th century, the module will focus on the colonial past of the region, the imperial legacy, the emergence of the Arab-Israeli conflict, the origins of the Palestinian-Israeli conflict and the impact of sub-state loyalties – i.e. factors which have shaped the Middle East as a region and as a security complex. In this context, the students will explore the ideological developments in the region, most important among them, the rise and fall of Arab nationalism, the emergence of Islamic radicalism and the consolidation of the Israeli right. Adopting an international relations perspective, the module will also cover the impact of outside state actors, such as USA, Russia and EU on the Middle East as a whole and on the relationships among those states that compose this region. Finally, the students will study the debate about “Orientalism” and the problematic aspects of the Western academic study of the Middle East and the Islamic world. These issues will be addressed with a special focus on the problem of bias involved in the academic study of the Middle East.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Fromkin, David, A Peace to End All Peace – the Fall of the Ottoman Empire and the Creation of the Modern Middle East (New York: Avon Books, 1989)
* Hitti, Philop K., History of the Arabs (Basingstoke: Macmillan Education Ltd, 1970)
* Kedouri, Elie; Politics in the Middle East (Oxford: Oxford University Press, 1992)
* Mansfield, Peter The Arabs (Harmondsworth: Penguin Books, 1980)
* Said, Edward W.; Orientalism (Routledge & Kegan Press, 1978)

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay, 3000 words, 50%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018