1. **Title of the module**

POLI8104 (PO8104) Politics in the Middle East

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

Pol/IR, Brussels School of International Studies

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

Level 7

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

20 Kent credits (10 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**

MA/PDip/PGCert[Specialisation] or MA in [Primary Specialisation] with [Secondary Area of Specialisation] (Brussels)

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

1: have a profound understanding of the security dynamics, politics and foreign policies in the MENA region

2: critically analyse politics in the MENA region in its different dimensions (political, security, economic, energy, identity) and within its historical context at an advanced level

3: have a profound understanding of the different actors operating in the MENA region, including the interpenetration of regional and global developments and the interconnectedness of issues and conflicts in the region

4: have an advanced understanding of identities and ideologies in the region (including religion and nationalism) and of their complexity

5: have a profound understanding of the issues of power and power relations in the region and the way those are perceived

6: apply different theoretical interpretations to politics and security in the Middle East

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

1 work with theoretical knowledge at the forefront of their discipline

2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

3: have a comprehensive understanding of methods and methodologies in their discipline

4: undertake analysis of complex, incomplete or contradictory areas of knowledge

5: have an advanced level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

6: be reflective and self-critical in their research work

7: engage in academic and professional communication orally and in writing

8: have independent learning ability required for continuing professional study

1. **A synopsis of the curriculum**

The focus of this module is the Middle East and Northern Africa (MENA region). The region has been at the centre of global politics and security concerns, but is also characterised by strong internal rivalries and conflict. The central emphasis of this module is on the interconnectedness of various issues and ideologies in the MENA region, as well as on the interaction between the politics of global and regional actors.

While the emphasis is on current developments, those are situated in their historical context, with particular attention for the legacy of colonialism, the Arab-Israeli conflict and Western stereotypical thinking about the region (Orientalism). Moving beyond stereotypes, the course highlights complexity and differentiation of the area.

It focuses on the politics, interests, power and identities of key regional actors (Turkey, Iran, Saudi Arabia, Egypt, Israel), as well as on the role of global powers (the United States, Russia, EU/European states). Both religious divides (Shi’a / Sunni) and political positions are critically analysed, taking into account (self-)perceptions and social construction. The same holds for ideologies, in particular Arab nationalism and the rise of radical Islamism.

Specific issues are extensively dealt with, such as: the conflict in Syria and its internationalisation, the Palestine question, the ‘Arab Spring’, energy in a changing context, Saudi-Iran rivalry, Iran’s WMD programme, integration and cooperation (in particular the Gulf Cooperation Council, OPEC).

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

Fawcett, L. (2013), International Relations of the Middle East (OUP)

Gasiorowski M. & D. Long (eds.) (2013), The Government and Politics of the Middle East and North Africa (Westview)

Inbar, E. (ed.) (2013), The Arab Spring, Democracy and Security: Domestic and International Ramifications. Abindon, Routledge.

Ehteshami, A. (2015) Globalization and Geopolitics in the Middle East: Old Games, New Rules. Abingdon, Routledge.

Dakhlallah. F. (2012). "The League of Arab States and Regional Security: Towards an Arab Security Community?" In: British Journal of Middle Eastern Studies vol 39(3): 393-212.

Danahar, P. (2015), The New Middle East: The World After the Arab Spring (Bloomsbury)

1. **Learning and Teaching methods**

Total contact hours: 24

Private study hours:176

Total study hours: 200

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

Essay, 5000 words (100%).

13.2 Reassessment methods

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* | *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** |
| *Lectures* | **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** |
| *Seminar preparation* | **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** |

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**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

*Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see* [*https://www.kent.ac.uk/global/curriculum.html*](https://www.kent.ac.uk/global/curriculum.html)*.*

**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