

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Submission Information

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College/School

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The College of Liberal Arts and Sciences (CLA)

Department/School

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School of Politics and Global Studies  
(CGVTPOLGLB)

Submission Type

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New Request

Requested Effective Date

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Fall 2024

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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POS

Course Number

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353

Units/Credit Hours

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Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Comparative Politics of the Middle East

Course Catalog Description

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Examines the historical, social, and economic context of contemporary Middle East politics; explores political dynamics of selected Middle Eastern regimes; and offers a comparative examination of key political trends and themes.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): minimum junior standing or minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

Yes

Shared Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[New College Gold General Studies Designation Statement of Support.pdf](#)

No Response

No Response

### General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[POS 353 Comparative Politics of the Middle East 4 5 2024.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

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Students will describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies in two ways: First, in Week 2 students will complete a quiz on the history and politics of the Middle East with a focus on premodern and early modern governance problems and their contributions to persisting problems in the Middle East. Students will learn that the military, a key actor of Middle Eastern politics, has been central to military-patronage states subsequent gunpowder empires. Second, in Week 3, in a discussion post assignment, students will assess the top-down reform efforts in Iran and Turkey in the early twentieth century comparatively and discuss which of the reforms in each context have been counterproductive, meeting resistance and creating lasting problems and why.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

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Students will analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces in two ways. First, in week 2 and week 3, students will examine the creation of an integrated world economy and modern state system and their implications for the Middle East. In week 2, they will focus on local governments' and populations' responses to increasing European influence in light of technological and organizational advances and ideological shifts. For instance, in Week 3, in response paper assignment, students will discuss the implications of Sykes Picot Treaty of 1916 as an example of a secret agreement among Entente powers to partition the Ottoman Empire before World War I leading to arbitrarily drawn state boundaries which continue to cause problems and conflicts between and within states.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

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Students will be able to articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities in the Middle East and beyond. The management of diverse populations has been a key challenge for states historically. In the first weeks we will focus on how military-patronage states and large-scale empires managed their diverse populations. And in the second week we will analyze how nationalism and modern state structures complicate relations between the state's and their diverse societies. Students will learn about the origins of ethnic and sectarian conflict in Lebanon, Iraq, Syria, and Turkey in Week 3, Week 6, and Week 7. Students will complete a quiz and final exam in the 6th and 7th weeks respectively which will include questions about sectarian and ethnic conflicts and Arab-Israeli conflict.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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Students will be able to communicate coherent arguments using evidence drawn from qualitative or quantitative sources. Discussion posts assignments in Weeks 1, 3, and 5 and response paper assignment in Week 3 will allow students to write short essays, in which they will formulate an argument and provide evidences from the course textbook and other assigned articles.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

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**In addition, after successfully completing this course, students will be able to:**

1. Recall key historical events that shaped the modern Middle East and understand terms such as nationalism, authoritarianism, and sectarianism, placing them within the context of the region's development from the 15th century to the present. [GSCI LO1]
2. Apply knowledge of the Middle East's historical and socio-political dynamics to analyze the effects of natural resource wealth, political regimes, and foreign intervention on the region's societal and political structures. [GSCI LO2]
3. Evaluate the causes and effects of contemporary issues such as political repression, poverty, conflict, and the impact of Western policies, using critical thinking to assess the complexity and diversity of perspectives within the region. [GSCI LO2]
4. Synthesize information from a variety of sources, including historical texts, current events, and scholarly articles, to create well-argued positions on topics such as the role of religion in politics, the impacts of authoritarianism, and the prospects for peace and democracy in the region. [GSCI LO4]
5. Communicate coherent, evidence-based insights and propose informed solutions to challenges facing the Middle East, demonstrating an ability to engage with complex issues at an advanced level of discourse. [GSCI LO 3&4]

## Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - April 5, 2024 at 6:44 PM (America/Phoenix)

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## Department Approval

Approved

Tara Lennon - April 6, 2024 at 2:49 PM (America/Phoenix)

Gunes Tezcur

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## GSC Coordinator Review

Approved

Kaitlyn Dorson - April 8, 2024 at 10:00 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - April 8, 2024 at 11:31 AM (America/Phoenix)

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## Pre-GSC Meeting

Approved

Kaitlyn Dorson - April 8, 2024 at 12:05 PM (America/Phoenix)

April Randall

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## Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - April 23, 2024 at 2:08 PM (America/Phoenix)

Revise and Resubmit. Per the syllabus statement, this proposal was written for the social and behavioral sciences designation, not the GCSI designation. If there is a request to submit for the GCSI designation, please revise and resubmit.

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## General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Lisa Lamb

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## College Notification

Notification

Amanda Smith

Jenny Smith

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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