



**Boston University Study Abroad**  
London

**Political Economy of the Middle East and North Africa**  
**CAS EC 322 (Elective A)**  
**[Semester] [Year]**

**Instructor Information**

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**Course Description**

This course provides an analytical framework for understanding the structural characteristics of countries in the MENA (Middle East and North Africa) region in the context of their human and natural resource availability and historical development. The MENA region as examined in this course will include the Arab countries (including Egypt, Algeria, Tunisia, Morocco) and Iran, as well as Turkey. We will focus on the post-independence economic performance of MENA countries, which we will contextualise in the light of their industrial development policies, considering differences in their human and natural resource endowments. You will also analyse earlier development in the MENA region under the Ottoman Empire (which ruled MENA for over 600 years, until 1918), and further assess the impact of the European colonisation of MENA from the end of World War I to the mid-1950s. You are expected to have previous college-level experience and/or course work in Social Inquiry.

**Hub-aligned Course Objectives**

The learning objectives of this course align to responsive Hub outcomes as follows:

**Historical Consciousness Learning Outcome 1**

You will understand the political economies within the MENA region as well as its economic circumstances and effect as a bloc, and construct historical arguments about economic, political and social causes and effects in the era under review, enabling you to identify the consequences of past events as well as their impact on potential future events.

You will create historical narratives from lectures and readings on:

- (1) The dominant role of the Ottoman Empire in the region, followed by European colonisation
- (2) Decolonisation and development of independent nation states in response to the rise of nationalism in the region

### **Historical Consciousness Learning Outcome 2**

You will interpret primary source materials (including textual, visual, and audiovisual material) that situate developments related to decolonisation and the rise of nationalism in the MENA region in their political context, using a range of interpretive skills. You will also survey and assess the changing nature of maps of the region and its constituent nations through the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.

### **Historical Consciousness Learning Outcome 3**

You will recognise and contextualise the political and socioeconomic forces that shaped the present structure of the countries in the MENA region, starting with the impact of the Ottoman Empire (dominating the region for many centuries until its collapse in 1918), followed by European dominance until the 1950s, and finally the decolonisation of the region and the emergence of its nation states.

### **Social Inquiry II Learning Outcome 1**

You will understand the nature of evidence in economics and apply it by differentiating among MENA countries with regards to their natural (mainly oil) and human resources, as well as their industrial policy choices.

You will apply key economic principles and theories, including infant-industry argument, market failure, import-substitution industrialisation, market size, resource endowments, x-efficiency, productivity, and international trade, in comparing various policy choices in the MENA region.

You will apply major social concepts (including religion, slavery, empire, ownership, colonisation, nationalism and decolonisation) in analysing and articulating the changing nature of institutions and the role of individuals within the MENA region as regards national economic development.

### **Additional Course Objectives**

You will additionally:

- Analyse the potential for corruption in resource-rich MENA countries;
- Analyse the rise of nationalism in MENA countries since 1950s;
- Conceptualise the blessing and curses of oil and other natural resources.

### **Assessments and Summative Weighting**

**Individual contributions (10%)**

You will be evaluated on the basis of your individual class participation and contributions, including regular individual presentations of your primary source material responses (questionnaire and activities).

### **Group work and presentation (10%)**

In your working group you will present informally in each class session on your progress at group activities related to that session's lecture, as well as more broadly on a course topic, including a questionnaire for your peers, for which you should expect feedback. Criteria for successful presentations and group work will be discussed in class.

### **Mid-term Examination (20%)**

You will be asked to provide bullet-point answers to four of six possible questions on topics covered by the course at the point the examination is given. Further details and marking criteria will be provided in class.

### **Course Essay (30%)**

You must write one essay from a topic list that will be provided in Session One. In addressing your chosen topic, you must collect data and analyse that data in the light of competing theories. You must conduct research on policy issues in different MENA countries and analyse the outcome of similar policies in countries with different resource endowments, initial conditions and political structures.

### **Final Examination (30%)**

You will sit a two-hour final written examination in which you must answer three out of six questions on topics covered in the course. Marks will be awarded for the correct citation of primary source materials viewed and discussed in class and on field visits, together with the relevant economic theories and public policies. Further details and marking criteria will be provided in class.

### **Grading**

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

#### *Grading Criteria*

'**Incomplete**' or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow '**Audits**' (AU), '**Withdrawals**' (W), or '**Pass/Fail**' (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

**A** This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

**A-** Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

**B+, B, B-** This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

**C+, C, C-** Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

**D** A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

**F** The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for further grading criteria and policies on plagiarism.

*\* Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

## **Attendance**

### *Classes*

All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

### *Authorised Absence*

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). The Authorised Absence Approval Request Form is available from: <http://www.bu.edu/london/report-absence/>

**Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness):** If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call in to the Student Affairs Office each day the student is ill. Students must also provide the Student Affairs Office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

**The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.**

### *Unauthorised Absence*

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed.

This grade penalty will be applied by the Academic Affairs Office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

### *Religious Holidays*

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty

members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

### *Special Accommodations*

Each student will need to contact Disability and Access Services to request accommodations for the semester they are abroad. Students are advised by BU-DAS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from BU-DAS. We cannot accept letters from other universities/centres.

All disabilities need to be known to DAS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

### *Lateness*

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.

## **Required Reading**

The required reading for each class session is indicated in the Course Chronology from the following texts. All readings are available through the BU London Library.

**Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury (2015) *A political economy of the Middle East*, Westview Press, Fourth Edition.**

Plus the following books/chapters which will be available on the course web page:

Richards, A. and J. Waterbury (2008), *A Political Economy of the Middle East*, 3<sup>rd</sup> edition, Boulder Colorado: Westview

Roger Owen (1993), *The Middle East in the World Economy, 1800-1914*. I.B. Tauris. Introduction and Chapter 1, pp 1-57

Owen, Roger and Sevket Pamuk (1998) *A History of the Middle East Economies in the Twentieth Century*, London: I. B. Tauris. Chapters 1-4

Galpem Steven G (2013), *Money, Oil and Empire in the Middle East, Sterling and post-war Imperialism, 1944-1971*, Cambridge University Press.

Alizadeh, P and H. Hakimian, (Eds, 2014) *Iran and the global economy: petro populism, Islam and economic sanction*, Routledge. Chapters 1-3.

Alizadeh, P (Ed., 2000), *The economy of Iran: The Dilemma of an Islamic state*, London, I. B. Tauris.

Ofer Israeli (2013), Twilight of Colonialism: Mossadegh and the Suez Crisis, Middle East Policy Journal, Volume XX, Number 1. <http://www.mepc.org/journal/middle-east-policy-archives/twilight-colonialism-mossadegh-and-suez-crisis>

<http://www.britannica.com/EBchecked/topic/434996/Ottoman-Empire>

Sachs, J.D. (2007), 'How to Handle the Macroeconomics of Oil Wealth', in M. Humphreys, J.D. Sachs & J. E. Stiglitz (eds.), *Escaping The Resource Curse*, Chapter 7 pp 173-93, Columbia University Press: New York.

Sachs, J.D. and M. Warner (2001), 'Natural Resources and Economic Development: The Curse of Natural Resources', *European Economic Review* 45, pp 827-38.

K Mohaddes and H Pesaran (2014) *One hundred years of oil income and the Iranian Economy: A curse or a blessing?* pp12-46, in Alizadeh, P and H. Hakimian (Eds., 2014).

Additional reading may be found on Blackboard: <https://lms.bu.edu>

## **Course Chronology**

### **Session 1: [Date]**

#### ***A Brief Brush with History: Growth and the Decline of the Ottoman Empire***

What was the contribution of the Ottoman Empire to the process of state building and development of political institutions in the Middle East and North Africa (MENA)? The Ottoman Empire, the last great Islamic empire, ruled most of the MENA region from the 13<sup>th</sup> to the early 20<sup>th</sup> centuries.

**Reading:** Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury, Chapter 3, pp 88-94

Roger Owen (1993), *The Middle East in the World Economy, 1800-1914*. I.B. Tauris, pp 1-57.

<http://www.britannica.com/EBchecked/topic/434996/Ottoman-Empire>

[http://www.bbc.co.uk/religion/religions/islam/history/ottomanempire\\_1.shtml](http://www.bbc.co.uk/religion/religions/islam/history/ottomanempire_1.shtml)

### **Session 2: [Date]**

#### ***Political Regimes and Structural Change in MENA***

The political regimes across the MENA region evolved in the post-colonial /semi-colonial periods. Political regimes in these countries is varied ranging from authoritarian republics to monarchies and quasi-democracies. In general these countries with respect to their resource endowments are classified into resource poor, labour abundant (RPLA), resource rich, labour abundant (RRLA), and resource rich, labour poor (RRLP).

**Reading:** Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury, Chapter 3, pp 73-88.

### **Session 3: [Date]**

**[Field trip] –Morning**

***State-led Development (1), Case studies: Turkey, Iran, Egypt***

The state has played an active part in transformation and industrialisation of these countries. The role of the state in industrialisation—known as import-substitution—was rationalised as the “backwardness” of these economies during the colonial period. Import-substitution, though it led to high rates of growth in the 1960s and 1970s, experienced wide-spread setbacks later on.

**Reading:** Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury (2015), pp 233-243, 250-252

Roger Owen & Sevket Pamuk, pp 10-40

**Session 4: [Date]**

***Nationalism and Nationalisation: the Growing Power of Governments in MENA***

What was the manifestation of nationalism in MENA region? This was largely shaped by the pattern of structural relationship with the imperial powers prior to independence. The oil nationalisation in Iran in 1951, which was defeated by a coup in 1953, and the successful nationalisation of Suez Canal in Egypt in 1957 are known examples. A less/ radical though an effective manifestation of improved bargaining power by MENA oil producers was the formation of OPEC.

**Reading:** Ofer Israeli (2013), Twilight of Colonialism: Mossadegh and the Suez Crisis, Middle East Policy Journal, Volume XX, Number 1, <http://www.mepc.org/journal/middle-east-policy-archives/twilight-colonialism-mossadegh-and-suez-crisis>.

Galpem Steven G (2013), Money, Oil and Empire in the Middle East, Sterling and post-war Imperialism, 1944-1971, Cambridge University Press.

**Session 5: [Date]**

***Natural Resources and the Diversification Dilemma***

What are the curses or the blessings of natural resources? Several MENA countries are well endowed with mineral resources and are noticeable exporters of oil, which has provided them with significant government revenue. Nevertheless, the blessings or curses of natural resources are closely intertwined with the extent of the development of political and economic institutions.

**Reading:** Sachs J.D. and M. Warner (2001), ‘Natural Resources and Economic Development: The Curse of Natural Resources’, *European Economic Review* 45, pp 827-38.

K Mohaddes and H Pesaran (2014) *One hundred years of oil income and the Iranian Economy: A curse or a blessing?* pp 12-46, in Alizadeh, P and H. Hakimian, (Eds, 2014),

Sachs, J.D. (2007), ‘How to Handle the Macroeconomics of Oil Wealth’, in M. Humphreys, J.D. Sachs & J. E. Stiglitz (eds.), *Escaping The Resource Curse*, Ch.7 pp.173-93, Columbia University Press: New York.

**Session 6: [Date]**

**Guest Speaker: [Name]**

***State-led Development (2): Tunisia, Algeria and Morocco***

In both Tunisia and Morocco, the state has played an active part in the form of import-substitution industrialisation in transforming these countries. Yet the role of the state in the industrialisation of Algeria was in the form of total control of resources, technology and management along a socialist path similar to the case of Iran after 1979 revolution. The outcome of these policies, particularly in the case of Algeria, has been very disappointing.

Readings: Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury (2015), pp 243-245, 248-249, 253-255

### **Session 7: [Date]**

#### ***Structural Adjustment and Washington Consensus (1)***

ISI, accompanied by high level of protection of domestic industries over a prolonged period, led to high level of inefficiencies and creation of high cost industries. The policy prescription suggested by the International Monetary Fund (IMF) and the World Bank was reliant on market mechanism and private sector, reduction of the role of the state in economic sphere, and a greater openness to international trade and export-led growth. The outcome of the reforms has remained under question with the Arab uprising in 2011.

**Reading:** Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury, Chapter 8, pp 273-298.

### **Session 8: [Date]**

#### ***Structural adjustment and Washington consensus (2)***

How different countries have responded to structural adjustment?

Which countries successfully expanded into the export markets and which countries did not?

What are the problems of industrialisation in MENA countries?

**Reading:** Richards A. and J. Waterbury (2008), Chapter 9, pp 228-261. Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury, pp 299-318

### **Session 9: [Date]**

#### ***Demographic transition, education, health and labour markets***

How does rapid population growth affect economic development? A few countries in the region have succeeded in reducing population growth through family planning. The MENA region has extensive untapped resources, reflected in the underemployment of skills, high level of unemployment and women's extremely low labour participation rates. A very positive development in the region has been improvement in the level of education and literacy that have increased significantly in most MENA countries.

**Reading:** Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury, Chapter 4, pp 125-158, and Chapter 5, pp159-199.

### **Session 10: [Date]**

#### **Revision**

The revision session provides a summary of the main issues raise in the course, preparing you for the final exam. What were the institutional structures of Ottoman Empire that enabled it to govern a large territory for more than 600 years? What are the main shortcomings of import substitution industrialization as a long- term development strategy? What are the main

objectives and the main shortcomings of structural adjustment program and Washington consensus?

**FINAL EXAMINATION: [Date]** Locations will be posted on the BU London website two weeks before examination dates. You must check your email for field trip updates and reminders, if any are to be included.

**Contingency Class Date: [Date]** You are obligated to keep this date free to attend class should any class dates need to be rescheduled.

### **Supplementary and Secondary Readings**

The following texts are useful for expanding upon the required reading, for researching seminar papers and for preparing for the final examination.

Shafik, N. (ed., 1998a), *Economic Challenges Facing Middle Eastern and North African Countries – Alternative Futures*, Basingstoke and London: Macmillan Press.

Shafik, N. (ed., 1998b), *Prospects for Middle Eastern and North African Economies – From Boom to Bust and Back?* Basingstoke and London: Macmillan Press.

Hakimian, H. and Z. Moshaver (eds, 2000), *The State and Global Change: The Political Economy of Transition in the Middle East and North Africa*, London: Curzon Press.

On Ottoman Empire see the following link:

<http://www.britannica.com/EBchecked/topic/434996/Ottoman-Empire>

### **Data Sources**

World Bank, *World Development Report*, annually (contains useful development data for various regions including MENA); an electronic database of the World Bank's indicators is found in *World Development Indicators (WDI)*, CD-ROM, updated annually, Washington D.C.