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| Course Details | | | | | | | | | | | | | | | | | | | | | | | |
| Code | | | | | | | | | | | | | | | **Academic Year** | | | | | | **Semester** | | |
| POL505 | | | | | | | | | | | | | | |  | | | | | |  | | |
| Title | | | | | | | | | | | | | | | **T** | **A** | | | **L** | | **ECTS** | | |
| Middle Eastern and African Politics | | | | | | | | | | | | | | | 3 |  | | |  | | 3 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| Language | | | | | German | | | | | | | | | | | | | | | | | | |
| Level | | | | | **Undergraduate** | | **X** | | | | **Graduate** | | |  | | | **Postgraduate** | | | | | |  |
| Department / Program | | | | | Political Science and International Relations | | | | | | | | | | | | | | | | | | |
| Forms of Teaching and Learning | | | | | Classroom based | | | | | | | | | | | | | | | | | | |
| Course Type | | | | | **Compulsory** | | |  | | | | | **Elective** | | | | | | | **X** | | | |
| Objectives | | | | | Students should gain general information about the features of government systems in the Middle East region.  They should be able to recognize and name the characteristics of the countries concerned.  They should be able to classify the characteristics of the regions with a comparison between regions. | | | | | | | | | | | | | | | | | | |
| Content | | | | | Introduction to the Middle East political systems  Comparison of the features of regional government systems  Historical and theoretical information about the region | | | | | | | | | | | | | | | | | | |
| Prerequisites | | | | | - | | | | | | | | | | | | | | | | | | |
| Coordinator | | | | | Assoc. Prof. Dr. Thomas Krumm | | | | | | | | | | | | | | | | | | |
| Lecturer(s) | | | | | Assoc. Prof. Dr. Thomas Krumm | | | | | | | | | | | | | | | | | | |
| Assistant(s) | | | | | - | | | | | | | | | | | | | | | | | | |
| Work Placement | | | | | - | | | | | | | | | | | | | | | | | | |
| Recommended or Required Reading | | | | | | | | | | | | | | | | | | | | | | | |
| Books / Lecture Notes | | | Jürgen Hartmann 2011 Staat und Regime im Orient und in Afrika. Regionenporträts und Länderstudien. Wiesbaden: Springer VS  Jürgen Hartmann 2015 Demokratie und Autokratie in der vergleichenden Demokratieforschung. Wiesbaden: Springer VS  Englischsprachige Literatur:  Hinnebusch, Raymond 2003 The international politics of the Middle East. Manchester and New York: Manchester University Press | | | | | | | | | | | | | | | | | | | | |
| Other Sources | | | - | | | | | | | | | | | | | | | | | | | | |
| Additional Course Material | | | | | | | | | | | | | | | | | | | | | | | |
| Documents | | | - | | | | | | | | | | | | | | | | | | | | |
| Assignments | | | - | | | | | | | | | | | | | | | | | | | | |
| Exams | | | - | | | | | | | | | | | | | | | | | | | | |
| Course Composition | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics und Basic Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Engineering | | |  | | | | | | | | | | | | | | % | | | | | | |
| Engineering Design | | |  | | | | | | | | | | | | | | % | | | | | | |
| Social Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Educational Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Natural Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Health Sciences | | |  | | | | | | | | | | | | | | % | | | | | | |
| Expert Knowledge | | |  | | | | | | | | | | | | | | % 100 | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | | | | | |
| Activity | | | **Count** | | | | | | | | | | | | | | **Percentage (%)** | | | | | | |
| Midterm Exam | | | 1 | | | | | | | | | | | | | | 40 | | | | | | |
| Quiz | | |  | | | | | | | | | | | | | |  | | | | | | |
| Assignments | | |  | | | | | | | | | | | | | |  | | | | | | |
| Attendance | | |  | | | | | | | | | | | | | |  | | | | | | |
| Recitations | | |  | | | | | | | | | | | | | |  | | | | | | |
| Projects | | |  | | | | | | | | | | | | | |  | | | | | | |
| Final Exam | | | 1 | | | | | | | | | | | | | | 60 | | | | | | |
| Total | | | | | | | | | | | | | | | | | **100** | | | | | | |
| ECTS Points and Work Load | | | | | | | | | | | | | | | | | | | | | | | |
| Activity | | | **Count** | | | | | | | **Duration** | | | | | | | **Work Load (Hours)** | | | | | | |
| Lectures | | | 15 | | | | | | | 3 | | | | | | | 45 | | | | | | |
| Self-Study | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Assignments | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Presentation / Seminar Preparation | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Midterm Exam | | | 1 | | | | | | | 2 | | | | | | | 15 | | | | | | |
| Recitations | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Laboratory | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Projects | | |  | | | | | | |  | | | | | | |  | | | | | | |
| Final Exam | | | 1 | | | | | | | 2 | | | | | | | 30 | | | | | | |
| Total Work Load | | | | | | | | | | | | | | | | | **90** | | | | | | |
| ECTS Points (Total Work Load / Hour) | | | | | | | | | | | | | | | | | **3** | | | | | | |
| Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | They understand the political, economic and social characteristics of the Middle Eastern countries. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | They understand the historical transformation of the Middle East region | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Understanding the democratic challenges of countries in the region | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Understanding the similarities and differences between countries in the region | | | | | | | | | | | | | | | | | | | | | | |
| 5 | They comprehend the historical transformation of the region in colonial times | | | | | | | | | | | | | | | | | | | | | | |
| 6 | They understand the struggle and regional sovereignty (eg. Iran - Saudi Arabia) | | | | | | | | | | | | | | | | | | | | | | |
| 7 | They understands the geopolitical suitability of the region. | | | | | | | | | | | | | | | | | | | | | | |
| Weekly Content | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Introduction | | | | | | | | | | | | | | | | | | | | | | |
| 2 | History I | | | | | | | | | | | | | | | | | | | | | | |
| 3 | History II | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Democracy and Autocracy I | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Democracy and Autocracy II | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Case Study: Turkey | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Case Study: Syria | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Case Study: Israel | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Midterm exam | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Case Study: Egypt | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Case Study: Saudi Arabia | | | | | | | | | | | | | | | | | | | | | | |
| 12 | Case Study: Iran | | | | | | | | | | | | | | | | | | | | | | |
| 13 | Regional Comparison | | | | | | | | | | | | | | | | | | | | | | |
| 14 | Interregional Comparison | | | | | | | | | | | | | | | | | | | | | | |
| 15 | General Overview | | | | | | | | | | | | | | | | | | | | | | |
| Contribution of Learning Outcomes to Program Objectives (1-5) | | | | | | | | | | | | | | | | | | | | | | | |
|  | **P1** | | | **P2** | | **P3** | | | **P4** | | | **P5** | | | | | | **P6** | | | | **P7** | |
| 1 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| 2 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| 3 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| 4 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| 5 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| 6 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| 7 | 4 | | | 5 | | 4 | | | 5 | | | 4 | | | | | | 5 | | | | 4 | |
| Contribution Level | | 1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High | | | | | | | | | | | | | | | | | | | | | |
| *https://obs.tau.edu.tr/oibs/bologna/progLearnOutcomes.aspx?lang=tr&curSunit=5767* | | | | | | | | | | | | | | | | | | | | | | | |
| Compiled by: | | Res. Assist. Fatıma Zehra Alkan | | | | | | | | | | | | | | | | | | | | | |
| Date of Compilation: | | 25.04.2022 | | | | | | | | | | | | | | | | | | | | | |