



# Core Curriculum Supplement

Academic Unit / Office CLASS/MCL

Catalog Year of Implementation 2019-2020

Course (Prefix / Number) ARAB / 3377

Course Title Energy, Society and the Middle East

### Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	N/A (Not currently a Core course)	Language, Philosophy Culture (40)
Component Area Option (optional)	N/A (No Component Area Option)	Select proposed COA status:
Category Listing: Single or Double?	Select current category listing status:	Select proposed category listing status:

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

This course is being proposed as a replacement for an existing core course, WCL3377, which is entitled *The Modern Middle East: Literature, Politics, and Ideas*. The content of the proposed course better reflects developments in the field and focuses on the intersection of the energy sector, culture and sustainability efforts in the greater Middle East and North Africa (MENA).

### Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

Students will complete a first and second draft of a term paper of 3000 words. Students will receive guidance on writing and research methods, and receive detailed feedback on their work. The term paper requires students to do the following:

- Critical thinking in the context of the culture, politics and economics of the Modern Middle East
- Communicate effectively their understanding of patterns, processes and themes, including analyzing and citing sources as evidence to support their arguments
- Propose a plan, using course content and methods, to demonstrate the objectives of corporate social responsibility, transparency and sustainability

- Demonstrate ethical decision making, and the ability to connect actions with consequences.

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When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

## Energy, Society and the Middle East

ARAB 3377  
Wed, 2:30-5:30 PM

**Instructor: Dr. Emran El-Badawi**  
**Phone/Office Hrs: MWF By Appt.**  
**Office: AH 618**

**Contact: [eel-badawi@uh.edu](mailto:eel-badawi@uh.edu) / 3-3044**  
**Course web site: [uh.edu/blackboard](http://uh.edu/blackboard)**

### **Course Description**

This cutting edge online course features top energy experts from Houston—the energy capital of the world—and renowned Middle East scholars from across the globe.

The course examines the impact of the global energy sector on the social and cultural fabric of modern societies in the Middle East & North Africa (MENA) region. The course surveys the history of the region in the ‘age of oil and gas’ and these industries shaped modern religious institutions. It also investigates the rapid development of a new ‘age of sustainability’ focusing on renewable energy, women and youth empowerment, as well as political and economic reforms.

The purpose of this course is to offer students and professionals lessons from the past, and to explore the future of MENA sustainability projects and the exchange between energy and society in the coming years. The course has four major core objectives: Critical Thinking, Communication, Social Responsibility and Personal Responsibility. The course is organized into 4 MODULES, asking the following major questions.

#### MODULES:

- (i)** What is the “Oil Curse” and what is the “Rentier State”? How have they contributed to war, terrorism and energy disruption? How have they fused religion and politics in some parts of the MENA region? This module educate students in the four course objectives, especially Critical Thinking and Communication.
- (ii)** What impact do the oil and gas industries have on Islamic pilgrimage, Sunni revivalism, Shia opposition and related subjects? This module educate students in the four course objectives, especially Critical Thinking and Communication.
- (iii)** What is the relationship between an evolving energy sector on the one hand, and the “youth bulge” and “gender gap” in the MENA region? This module educate students in the four course objectives, especially Critical Thinking and Communication.
- (iv)** What are new MENA initiatives promoting Transparency, Corporate Social Responsibility (CSR), Political-Economic Reform, Energy Security and Environmental Sustainability? What effect does/will this have on the religious and cultural fabric of the region? This module educate students in the four course objectives, especially Social Responsibility and Personal Responsibility.

This course counts towards the Energy and Sustainability Minor; Arab Studies Minor; WCL Major/Minor—Middle Eastern Studies concentration; and Executive Education Certificate.

### Course Objectives

- To teach students how to think critically, communicate and demonstrate social as well as personal responsibility in a systematic function about the MENA region, going beyond the clichés assumptions of the popular media in the US, and challenging their own assumptions about the region
- To put the oil/gas and renewables energy industries in their MENA context; and to examine the consequences and prospects of producing energy in MENA societies
- To appreciate the interconnectedness of societies in today's globalized world
- To bridge the gap between the sciences and humanities through interdisciplinary study
- To teach students how to express their thoughts coherently and professionally

### Required Texts & Videos (available on course website)

#### Overview

- Cleveland and Bunton, *A History of the Modern Middle East*, 5<sup>th</sup> Ed, London: Routledge, 2012, Ch. 20, 26.
- Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World*, New York: Penguin Books, 2012, Ch. 13-16.
- Abdul Rahman Munif, *Cities of Salt*, New York: Vintage Books, 1989, Ch. 74-77
- Timothy Mitchell, *Carbon Democracy: Political Power in the Age of Oil*, London: Verso Books, 2011, Ch. 8.

#### Main Texts

1. Michael Ross, *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*, Princeton, NJ: Princeton University Press, 2012.
2. Robert Bianchi, *Guests of God: Pilgrimage and Politics in the Islamic World*, Ch. 1-3, Oxford & New York: Oxford University Press, 2004.
3. Saadia Zahidi, *Fifty Million Rising: The New Generation of Working Women Transforming the Muslim World*, New York: Nation Books, 2018.
4. Gawdat Bahgat, *Alternative Energy in the Middle East*, New York: Palgrave Macmillan, 2013.

#### Videos

- Fight for Oil: 100 Years in the Middle East (3 Parts)
  - <https://www.youtube.com/watch?v=0ybsEhlT2DA>
  - <https://www.youtube.com/watch?v=g4QAH2JhP7Y&t=1539s>
  - <https://www.youtube.com/watch?v=y26GyOFxNMk>
- The Prize (Parts 5-7)

- [https://www.youtube.com/watch?v=mM7O3rbgqxc&index=5&list=PLOr8q\\_slscQNSXOzbaEUUZf\\_83FeEyJZx](https://www.youtube.com/watch?v=mM7O3rbgqxc&index=5&list=PLOr8q_slscQNSXOzbaEUUZf_83FeEyJZx)
- [https://www.youtube.com/watch?v=cBxMebdBKPo&index=6&list=PLOr8q\\_slscQNSXOzbaEUUZf\\_83FeEyJZx](https://www.youtube.com/watch?v=cBxMebdBKPo&index=6&list=PLOr8q_slscQNSXOzbaEUUZf_83FeEyJZx)
- [https://www.youtube.com/watch?v=wYMQH7J8Q8Y&list=PLOr8q\\_slscQNSXOzbaEUUZf\\_83FeEyJZx&index=7](https://www.youtube.com/watch?v=wYMQH7J8Q8Y&list=PLOr8q_slscQNSXOzbaEUUZf_83FeEyJZx&index=7)
- Saadia Zahidi, “Fifty Million Rising”  
<https://www.youtube.com/watch?v=pO5osvY5OD0>
- The Doha Debates, “This House believes that oil has been more of a curse than a blessing for the Middle East” <https://www.youtube.com/watch?v=q-2Lh7AOD6g&t=100s>
- The Doha Debates, “This House believes the family is a major obstacle to reform in the Arab world” <https://vimeo.com/35195556>
- Saudi Arabia and Iran Square Off Over the Middle East  
<https://www.youtube.com/watch?v=d-IDKdmN9Qg>
- The Middle East’s Cold War, Explained  
[https://www.youtube.com/watch?v=8\\_feZzMNt5E](https://www.youtube.com/watch?v=8_feZzMNt5E)
- How Saudi Arabia Exports Ultra-Conservative Islam  
<https://www.youtube.com/watch?v=cnpvPk7wJyQ&t=116s>
- Driving change: Saudi Arabian women ready for right to take the wheel  
<https://www.youtube.com/watch?v=O7SbPy5WzCI>
- China’s Trillion Dollar Plan to Dominate Global Trade  
<https://www.youtube.com/watch?v=EvXROXiIpvQ>
- Hello, The Belt and Road: Iran <https://www.youtube.com/watch?v=ayMF-niK2O4>
- Masdar: The City of the Future <https://www.youtube.com/watch?v=NIaz61zpLfs>
- Chinese companies target green energy in the Middle East and North Africa  
<https://www.youtube.com/watch?v=T964sR4TcPY>
- A Solar Revolution in Egypt & Jordan  
<https://www.youtube.com/watch?v=3NGOwSDIes8&t=90s>

## Schedule

### ***WEEK 1 – The Oil Curse, War & Terrorism***

- Syllabus,
- Timothy Mitchell, Carbon Democracy: Political Power in the Age of Oil, Ch. 8

### ***WEEK 2 – The Oil Curse, War & Terrorism***

- Michael Ross, The Oil Curse: How Petroleum Wealth Shapes the Development of Nations, Ch. 1-5

### ***WEEK 3 – The Oil Curse, War & Terrorism***

- Michael Ross, The Oil Curse: How Petroleum Wealth Shapes the Development of Nations, Ch. 6-7
- The Prize (Part 7, The Tinderbox) + Fight for Oil (Parts 2-3) + Doha Debate “This House believes that oil has been more of a curse than a blessing for the Middle East”

***WEEK 4 – Religion, Politics & Economic Power***

- Abdul Rahman Munif, Cities of Salt, Ch. 74-77

\*TERM PAPER TITLE & SOURCES DUE\*

***WEEK 5 – Religion, Politics & Economic Power***

- Robert Bianchi, Guests of God: Pilgrimage and Politics in the Islamic World, Ch. 1-4

***WEEK 6 – Religion, Politics & Economic Power***

- Gawdat Bahgat, “Oil and militant Islam: Strains on US-Saudi relations”  
- Martin Walker, “Revenge of the Shia”  
- Parsi and Marashi, “Obama’s Real Achievement With the Iran Deal”

***WEEK 7 – Religion, Politics & Economic Power***

- How Saudi Arabia Exports Ultra-Conservative Islam + Saudi Arabia and Iran Square Off Over the Middle East / The Middle East’s Cold War, Explained

***WEEK 8 – Revolution in the Family, Education & Workplace***

- Zahidi, Fifty Million Rising, Ch. 1-3

\*TERM PAPER ROUGH DRAFT DUE\*

***WEEK 9 – Revolution in the Family, Education & Workplace***

- Zahidi, Fifty Million Rising, Ch. 4-5

***WEEK 10 – Revolution in the Family, Education & Workplace***

- Zahidi, Fifty Million Rising, Ch. 6-7

***WEEK 11 – Revolution in the Family, Education & Workplace***

- Saadia Zahidi, “Fifty Million Rising” + Driving change: Saudi Arabian women ready for right to take the wheel + Doha Debate “This House believes the family is a major obstacle to reform in the Arab world”

***WEEK 12 – Energy Security, Responsibility & Sustainability***

- Daniel Yergin, The Quest: Energy, Security, and the Remaking of the Modern World, Ch. 13-16

\*TERM PAPER FINAL DRAFT DUE\*

***WEEK 13 – Energy Security, Responsibility & Sustainability***

- Gawdat Bahgat, Alternative Energy in the Middle East, Ch. 1

***WEEK 14 – Energy Security, Responsibility & Sustainability***

- CSR in the Middle East: Fresh Perspectives, eds. Dima Jamali, Yusuf Sidani, Introduction

**WEEK 15 – Energy Security, Responsibility & Sustainability**

- China’s Trillion Dollar Plan to Dominate Global Trade + Hello, The Belt and Road: Iran + Masdar: The City of the Future + Chinese companies target green energy in the Middle East and North Africa + A Solar Revolution in Egypt & Jordan

\* FINAL EXAM - TBA \*

**Course Grading:**

Attendance & Participation \_\_\_\_\_ 20%

You are expected to attend all class periods. You may not be absent more than 3 hours of class without it affecting your grade. Readings must be completed before the class period specified by the syllabus. Also since discussion is a rudimentary component of this course, you are also expected to actively participate in each class period.

Weekly Quizzes \_\_\_\_\_ 30%

Quizzes will be administered at the start of class on Mondays—unless otherwise noted. No make up quizzes will be given. The lowest 2 quizzes will be dropped. Quizzes will test students grasp the four core objectives: Critical Thinking, Communication, Social Responsibility and Personal Responsibility

Term Paper \_\_\_\_\_ 30%

The Term paper should answer should be about a topic of the student’s choice but approved by the course instructor. It will allow students to demonstrate their long term grasp the four core objectives: Critical Thinking, Communication, Social Responsibility and Personal Responsibility. Topics may be inspired by the themes discussed in the “Course Description” or “Timeline”.

Students should think about their term paper topics from day one. By week 4 students are submit a working title and outline of their paper. By week 8 they are to submit a hard copy rough draft. Students will receive feedback on grammar, writing style, analysis, use of evidence and overall critical thinking. By week 12 students are to submit a hard copy final draft. The final draft should be a polished 3000 word manuscript, i.e. double spaced, font 12, Times New Roman, 1.5 inch margins, with in-text or footnote citations (for help see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)), and bibliography.

Papers may debate, integrate or discuss different perspectives on a general topic (e.g. Politics) OR research a particular topic (e.g. The viability of an economic 2030 Vision in Syria), but it should not be merely a summary or opinion piece. In either case students will need to consult books, articles and sources outside of those assigned in class. Each paper should cite 10 sources, but more importantly demonstrate knowledge of the terminology, theories and ideas, examining the sources critically and putting them in conversation with one another. Citing

reputable sources online is appropriate, plagiarizing from the internet, however, will get you in major hot water!

Students should see the course instructor for help with specific questions both in class and at office hours. Students in need of major help with writing may be directed to the Writing Center (<http://www.uh.edu/writecen>).

Final Exam \_\_\_\_\_ 20%

Exams must fulfill the same editorial guidelines as response papers. Students will be given between 10-20 short questions to answer. Exams should take about 1.5 hours to complete and will be taken home and returned on the specified due date. No late exams will be accepted.

### **Other Policies:**

#### Academic Honesty

Students are expected to abide by the UH Academic Honesty Policy. Students who violate this policy will be penalized. For more on academic honesty, please see the sections on “Conducive Learning Environment” (p. 64) and “Disciplinary Code” (pp. 66-67) in the *University’s Student Handbook* at <http://www.uh.edu/dos/publications/handbook.php>

#### Disability

The University of Houston is committed to providing equal education opportunities for all students, and will make reasonable academic accommodations for students identified as disabled under the law. For more information, contact the Center for Students with Disabilities at 713-743-5400, or see their online explanation of policies and procedures at <http://www.uh.edu/csd/>