

GOVT1101-103
First-Year Writing Seminar:
Islam and Development in the Comparative Perspective
Fall 2010

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Class Time and Location
Tuesday and Thursday
2:55 – 4:10
Uris Hall 302

Office Hours
Monday
1:00 – 3:00
White Hall 322

Overview

This class is an in-depth survey of economic development and political power in the Muslim world. The world contains well over one billion Muslims, and the majority of them live in conditions of economic hardship. Yet this underdevelopment exists alongside glimpses of modernity and prosperity in Dubai and Kuala Lumpur, amidst astounding natural resource wealth, and despite widespread popular dissatisfaction with incumbent governments. In this course, we will study the political economy of the Muslim world in order to make sense of the varying development trajectories of Muslim-majority countries.

To do this, we will survey the theoretical and empirical debates that surround the issues of economic development and politics in the Muslim world and beyond. We will consider the many potential sources of underdevelopment in the Muslim world, from dependency to corrupt political regimes to the “resource curse.” In particular, we will ask if Muslim countries are really any different from their non-Muslim neighbors in terms of development challenges and development successes. We will also consider why non-democratic regimes remain so prevalent in the Muslim world, and examine war and conflict as potential causes and consequences of underdevelopment.

Course Goals

This course has two primary goals. The first goal is to acquaint you with college-level writing. Writing is both an art and a skill, and we will focus in this class on developing your abilities as academic writers. We will do this through concentrating on the mechanics of writing (grammar, style, etc), through close attention to arguments and evidence, and most importantly, through *practice*. I expect students to demonstrate that they can

- Formulate clear and concise thesis statements
- Compose essays with clear arguments that are supported with evidence
- Write with appropriate style, grammar, and organization
- Analyze, summarize, and critique existing work
- Cite primary and secondary sources appropriately
- Proofread and revise their own work and the work of others

The second goal of this course is to make you a better informed citizen. Accordingly, I also expect students to demonstrate that they can

- Think critically about complex issues in current affairs
- Subject popular beliefs to logical and empirical scrutiny
- Understand the Muslim world, how it varies, how it differs from the rest of the world, and the implications of this variation

Course Information

Our course website is available via Blackboard (<http://blackboard.cornell.edu>), and is listed as Govt1101-103-Pepinsky-Fall2010. You should check Blackboard frequently for announcements, for information about assignments, and to access readings.

Class Format: The class is a seminar meeting twice a week. Students should arrive to each class *already having done the readings for that class*, and afterwards, review the readings in the context of the class discussion. Class attendance and readings are not substitutes. I will not post any lecture or discussion notes online. Students are expected to participate regularly in class.

Grading: Your final grade is comprised of the following parts.

Map quiz:	5%
Class participation:	15%
Five 3-4 page papers:	10% each
Final 10-page paper:	30%

The goal of the map quiz is to ensure that you have a basic familiarity with the geography of the Muslim world. Class participation helps to show me that you are doing the reading and are engaging in the subject material. Your five papers give you regular opportunities to practice your writing. The final 10-page paper will be your first exposure to college-level research and writing.

Readings: Our readings will come from four books, which are on sale at the Cornell Bookstore, and a series of articles and book chapters that are available online at our course's Blackboard website. In this course, you will be exposed to a wide range of writing styles, with methodologies ranging from ethnographic studies and comparative history to statistical and mathematical models of politics.

Conferences: Essential to our course are two individual conferences between you and me. These conferences allow me to give you personal feedback on your writing, and to allow you a chance to consult with me regarding any particular concerns you may have. We will schedule one during the first weeks of the semester, and another during the last weeks of the semester.

Late Assignments: Please consult the syllabus for information about the due dates for your assignments. These dates are firm: extensions will only be given in the case of sickness (requiring a doctor's note), family emergency (requiring a Dean's note), or religious observance (requiring prior approval from the instructor). Late papers will lose one full letter grade. Papers later than 24 hours will receive a grade of 0/100. There are no exceptions.

The Knight Institute Writing Walk-In Service: The Writing Walk-In Service (WWIS) provides support for individuals at any stage of the writing process. It is a free resource available to everyone on campus—faculty, staff, graduate and undergraduate students—for nearly any kind of writing project: applications, presentations, lab reports, essays, papers, and more. Tutors (trained undergraduate and graduate students) serve as responsive listeners and readers who can address questions about the writing process or about particular pieces of writing. They can also consider questions of confidence, critical reading, analytic thought, and imagination. Many writing tutors also have experience working with non-native speakers of English.

The WWIS operates out of six campus locations. Writers can schedule appointments or drop in at a convenient time. For more information on hours or to schedule an appointment, visit http://www.arts.cornell.edu/knight_institute/walkin/walkin.htm.

Grade Appeals: Any student who believes that a grade does not reflect his or her performance can always dispute his or her grade. All grade appeals should be made in writing. A student disputing a grade must write a brief memo explaining why he or she should have received a higher grade on that assignment. This must be done in a week after the grade is announced, and submitted after class or in office hours. I will respond in writing.

Cheating and Plagiarism: Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Cheating and plagiarism will be treated according to Cornell University regulations, which I will strictly observe. The penalty for violating the Code of Academic Integrity (<http://cuinfo.cornell.edu/Academic/AIC.html>) is an F for the assignment. Students may consult <http://plagiarism.arts.cornell.edu/tutorial/index.cfm> for a tutorial on plagiarism. For further information on how to cite materials properly, please consult Joseph Gibaldi, *MLA Handbook for Writers of Research Papers* (New York: MLA). By registering for this class, you are consenting to allow the instructor to submit your papers to online databases that check for plagiarism, including <http://www.turnitin.com>.

University Policies: I respect and uphold Cornell University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination.

- *Students with Disabilities:* In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services *within the first two weeks of the semester.*
- *Religious Observances:* Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus closely to determine if your religion will present any scheduling conflicts with any of the assignments. You must inform me of any conflicts *within the first two weeks of the semester.*
- *Classroom Behavior:* Students and faculty each have responsibility for maintaining an appropriate learning environment. Students will treat one another with respect and courtesy. I will ask disruptive students to leave the class.

Other Policies: Students will turn off cell phones in class. This includes text messaging. The penalty for visible text messaging or audible cell phone rings is one percentage point per offense. If this remains a problem, I reserve the right to change the policy to one percentage point per offense for the entire class.

Office Hours: Aside from our scheduled conferences, I encourage students to see me during office hours with any questions or comments. I hold office hours for two hours every week, on Monday from 1:00 to 3:00. If you wish to speak with me during office hours, please sign up on the sign-up sheet that I have placed on my office door.

Texts

Gordon Harvey. 1998. *Writing With Sources: A Guide for Students*. Indianapolis: Hackett Publications. ISBN 9780872209442. (hereafter “Harvey”)

Timur Kuran. 2004. *Islam and Mammon: The Economic Predicaments of Islamism*. Princeton: Princeton University Press. ISBN 9780691126296. (hereafter “Kuran”)

Andrea A. Lunsford. 2009. *The Everyday Writer with 2009 MLA Update*. New York: Bedford/St. Martin’s. ISBN 9780312594572. (hereafter “Lunsford”)

William B. Strunk, Jr., and E.B. White. *The Elements of Style*, 4th ed. New York: Pearson. ISBN 9780205309023. (hereafter “Strunk and White”)

All other readings are book chapters and articles, which I have placed on Blackboard. You can access them all by clicking the “Assignments” tab from our course homepage. You may read these articles and chapters online or on your computer, or you may print them out. In the course outline below, you will find the reading assignments listed for a particular class meeting. Remember, you should come to each class *already having done the reading assigned for that day.*

Course Outline

Introduction

Class 1 (8/26/10): Introduction and housekeeping

Class 2 (8/31/10): What is Islam? Where do Muslims live?

- Fred M. Donner. 1999. "Muhammad and the Caliphate." In John Esposito, ed., *The Oxford History of Islam*. New York: Oxford University Press. 1-61.
- Vincent J. Cornell. 1999. "Fruit of the Tree of Knowledge." In John Esposito, ed., *The Oxford History of Islam*. New York: Oxford University Press. 72-105. (optional: skim 63-71)
- Writing assignment 1 (definition and exploration). Due 9/7.

Class 3 (9/2/10): Class cancelled.

- Strunk and White. 15-38, 66-85.

Islamic Economics and Underdevelopment

Class 4 (9/7/10): What does "Islamic economics" mean?

- Writing assignment 1 due.
- Kuran. ix-xvii, 1-37.

Class 5 (9/9/10): MAP QUIZ; does Islam cause poverty?

- Kuran. 121-147.

Other Sources of Underdevelopment

Class 6 (9/14/10): Bad politicians

- William Easterly. 2001. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. Cambridge, MA: The MIT Press. 217-239.

Class 7 (9/16/10): International structure

- Kiren Aziz Chaudhry. 1993. "The Myths of the Market and the Common History of Late Developers." *Politics and Society* 21(3). 245-74.
- Writing assignment 2 (critical summary). Due 9/28.

Class 8 (9/21/10): An introduction to the library (*meets in the Uris Library Electronic Classroom*)

- George Orwell. 1946. "Politics and the English Language." First published in *Horizon*, April 1946 edition.
- Harvey. 3-34.

Class 9 (9/23/10): Endowments

- Michael Ross. 1999. "The Political Economy of the Resource Curse." *World Politics* 51(2): 297-322.

New Perspectives on Islam and the Economy

Class 10 (9/28/10): Historical origins

- Writing assignment 2 due.
- Kuran. 82-120.

Class 11 (9/30/10): Does underdevelopment help Islamists?

- Thomas B. Pepinsky, R. William Liddle, and Saiful Mujani. 2010. "Testing Islam's Political Advantage: Evidence from Indonesia." Working paper, Cornell University.

Political Regimes

Class 12 (10/5/10): Types of authoritarianism; types of democracy; degrees of each

- John Esposito and John Voll. 1995. *Islam and Democracy*. New York: Oxford University Press. 11-32.

Class 13 (10/7/10): Islam and Authoritarianism (1)

- Steven Fish. 2002. "Islam and Authoritarianism." *World Politics* 55(1): 4-37.
- Writing assignment 3 (critical response). Due 10/14.

Class 14 (10/12/10): No class (fall break)

Class 15 (10/14/10): Islam and Authoritarianism (2)

- Writing assignment 3 due.
- Seyyed Vali Reza Nasr. 2005. "The Rise of 'Muslim Democracy'." *Journal of Democracy* 16(2): 13-27.

International Dimensions

Class 16 (10/19/10): Terrorism

- Robert Pape. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-361.

Class 17 (10/21/10): Odious regimes; secular states and religious oppositions

- Bernard Lewis. 1990. "The Roots of Muslim Rage." *The Atlantic Monthly*. Reprinted in *Policy* 17(4): 17-26.

Class 18 (10/26/10): Globalization 1

- Philip Khoury. 1983. "Islamic Revivalism and the Crisis of the Secular State in the Arab World." In Ibrahim Ibrahim, ed., *Arab Resources: The Transformation of a Society*. London: Croom and Helm. 213-236.

Class 19 (10/28/10): Globalization (2)

- Maha Azzam. 2002. "Between the Market and God." In Toby Dodge and Richard Higgott, eds., *Globalization and the Middle East: Islam, Economy, and Politics*. London: Royal Institute of International Affairs. 151-168.
- Writing assignment 4 (synthesis and recommendation). Due 11/4.

Class 20 (11/2/10): Globalization (3)

- Final paper topic due.
- Benjamin R. Barber. 1995. *Jihad Versus McWorld: How Globalism and Tribalism are Reshaping the World*. New York: Ballantine Books. 3-20, 155-168, 205-216. (optional: xi-xxxii).
- Harvey. 35-58.

Conflict and Development

Class 21 (11/4/10): Genghis Khan versus Kublai Khan

- Writing assignment 4 due.
- Mancur Olson. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567-576.

Class 22 (11/9/10): State-building and violence

- Robert Bates. 2001. *Prosperity and Violence: The Political Economy of Development*. New York: W.W. Norton. 50-83.
- Writing assignment 5 (argumentative). Due 11/16.

Four Cases

Class 23 (11/11/10): Mali

- Benjamin F. Soares. 2005. "Islam in Mali in the Neoliberal Era." *African Affairs* 105(418): 77-95.

Class 24 (11/16/10): Turkey

- Writing assignment 5 due.
- Seda Demiralp. 2009. "The Rise of Islamic Capital and the Decline of Islamic Radicalism in Turkey." *Comparative Politics* 41(3): 315-335.

Class 25 (11/18/10): Egypt

- Mona El-Ghobashy. 2005. "The Metamorphosis of the Egyptian Muslim Brothers." *International Journal of Middle East Studies* 37(3): 373-395.

Class 26 (11/23/10): Malaysia

- William F. Case and Liew Chin-Tong. 2006. "How Committed is PAS to Democracy and How Do We Know It?" *Contemporary Southeast Asia* 28(3): 385-406.
- Final paper draft due today (*must bring two copies*).

Class 27 (11/25/10): No class (Thanksgiving break)

Final Papers

Class 28 (11/30/10): Final Paper Discussions

- Reaction papers due today.

Class 29 (12/2/10): Wrap-Up and Final Thoughts

- Final paper due today.