

**Программа учебной дисциплины «Конституционная борьба в мусульманском мире»**

Утверждена  
Академическим советом ОП  
Протокол №3 от 30.08.2019

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Число кредитов	4
Контактная работа (час.)	2
Самостоятельная работа (час.)	150
Курс, Образовательная программа	1 курс Магистратура, ОП «Социально-экономическое и политическое развитие современной Азии»
Формат изучения дисциплины	С использованием онлайн курса

### **1. Learning objectives, learning outcomes, pre-requisites**

The main aim of the course is to learn what motivates the restive Muslim youth from Tunis to Tehran, what political positions Islamists from Mali to Chechnya are fighting for, where the seeming obsession with Islamic law comes from, where the secularists have vanished to, and whether it makes sense to speak of an Islamic state. The objectives of the course are:

- Learning and understanding of the role of the main events and developments on the political fields in 20<sup>th</sup> and 21<sup>st</sup> centuries.
- Marking a large spectrum of the constitutional ideas and institutions that have developed since the mid 19th century throughout predominantly Muslim countries, but its focus will lie on the actors that have dominated this discourse and shaped its outcomes.

By the end of the course the students will be able:

To know the practical tensions posed by limited administrative capabilities and political legitimacy that resulted from the incomplete reception of modern bureaucratic statehood

To formulate their own vision and position about the res publica, better contextualise the demands for religious law in public life, and to better ascertain the theoretical and practical feasibility of postulated religious alternatives to the still-dominant secular model of governance.

To adequately use the instruments of formulating clear objectives and choosing effective means of their solving at the base of the data analysis and other methods.

The course is taught at the 3<sup>rd</sup> year in the 1<sup>st</sup> module.

The learning format includes the online-course at the base of Coursera platform (URL: <https://www.coursera.org/learn/muslim-world>).

## 2. Course plan

Topic	Hours	Estimated results of learning the material	Control forms
	lct		
	sem		
	onl/slf		
<b>Part 1 (module 1)</b>			
Theme 1. Ottoman Empire and Modern Turkey	0	To characterize the modern politics in the region, keeping in mind the four models of adaptation. To understand how the legacy of Turkey and the Ottoman Empire continues to influence many countries in the region today сегодня. Turkey occupies a special place due to its explicit constitutional and social commitment to secularism and a self-conscious emulation of the Western model.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 2. Egypt and Maghreb	0	To understand how the so-called "Arab Spring" originated in North Africa. To understand the specifications of Egypt due to its historical importance, relative size and the impact its politics have had on other Arab and Muslim countries. Following the Secularism/Emulation model exemplified by Turkey last week, this region represents the second broad approach to modernity, namely Religious Modernism/Reform.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 3. Saudi Arabia & The Gulf	0	Understanding the impact of essentially free oil income that defines the social and governmental structure of this sub-region, and the character of so-called rentier economies and their socio-political impact. These countries represent the third broad approach to modernity, namely Traditionalism, that is the notion that there is no need to change inherited socio-political structures.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 4. The Levant (Jordan, Syria, Lebanon and Iraq), Iran	0	Characterizing the actuality of the Western military invasion of Iraq that led to the destruction of its state institutions and brought about the much-predicted collapse of social order in that country. Analyzing the disintegration of state institutions, caused by internal revolt rather than external attack, but with similarly disastrous humanitarian outcomes, in Syria. Understanding the political system of Iran.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		

Theme 5. Afghanistan, Pakistan and Bangladesh	0	Formulating the importance of the Afghan conflict for world politics of the last decade or so, and also the impacts of the jihadi movement on the nowadays Islamic world. Identifying the problems of the artificial state-building on the cases of Afghanistan, Pakistan, Bangladesh.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 6. Malaysia & Indonesia	0	Close acquaintance with the very rich historical, ethnic, linguistic and geographic tapestry of Malaysia and Indonesia. Close look at both nations before and after their independence and a thorough investigation of the challenges they face today.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
<i>Debates</i>			2 hours
<i>Total number of hours (1 module)</i>			lct -
			sem -
			onl/slf - 150

The formats of the learning:

lct (lections) – online

sem (seminars) – online

onl / slf – self-study of the students.

### ***Topic description:***

#### **Part 1. The Constitutional Struggle in the Muslim World**

##### *Theme 1. Ottoman Empire and Modern Turkey*

Acquaintance to the modern politics in the region, keeping in mind the four models of adaptation. How the legacy of Turkey and the Ottoman Empire continues to influence many countries in the region today *сегодня*. Turkey as a state that occupies a special place due to its explicit constitutional and social commitment to secularism and a self-conscious emulation of the Western model.

##### *Theme 2. Egypt and Maghreb*

How the so-called "Arab Spring" originated in North Africa. The specifications of Egypt due to its historical importance, relative size and the impact its politics have had on other Arab and Muslim countries. Following the Secularism/Emulation model exemplified by Turkey last week, this region represents the second broad approach to modernity, namely Religious Modernism/Reform.

##### *Theme 3. Saudi Arabia & The Gulf*

The impact of essentially free oil income that defines the social and governmental structure of this sub-region, and the character of so-called rentier economies and their socio-political impact. These countries represent the third broad approach to modernity, namely Traditionalism, that is the notion that there is no need to change inherited socio-political structures.

##### *Theme 4. The Levant (Jordan, Syria, Lebanon and Iraq), Iran*

The actuality of the Western military invasion of Iraq that led to the destruction of its state institutions and brought about the much-predicted collapse of social order in that country.

The disintegration of state institutions, caused by internal revolt rather than external attack, but with similarly disastrous humanitarian outcomes, in Syria. The fragile political system of Iran.

*Theme 5. Afghanistan, Pakistan and Bangladesh*

The importance of the Afghan conflict for world politics of the last decade or so, and also the impacts of the jihadi movement on the nowadays Islamic world. The problems of the artificial state-building on the cases of Afghanistan, Pakistan, Bangladesh.

*Theme 6. Malaysia & Indonesia*

A very rich historical, ethnic, linguistic and geographic tapestry of Malaysia and Indonesia. Close look at both nations before and after their independence and a thorough investigation of the challenges they face today.

### 3. Grading system

The grading system includes In-class period control and Final control.

**In-class control** aims to organize the self-study work of the students and is carried out in the written form. It includes:

- Studying step by step the online course alongside with solving some tasks for each topic
- Successful completing of the online courses

**Final control** is carried out by taking part in the debates.

Before final grading the students must be got acquainted to the results of their participation in the debates.

Debates missed by a student for a good reason (illness, scientific or academic trip, participation in a conference, etc., documented to the training office), if agreed with the teacher, may not be taken into account and the weight will be redistributed to all elements of the online course control. The retake of the exam is possible in accordance with the “Regulation on the organization of intermediate certification and ongoing monitoring of student performance at the Higher School of Economics”.

***Blocking controls are not provided.***

*Grading formule:*

$$G_{res} = 0,15 \cdot G_{th.1} + 0,15 \cdot G_{th.2} + 0,15 \cdot G_{th.3} + 0,15 \cdot G_{th.4} + 0,15 \cdot G_{th.5} + 0,15 \cdot G_{th.6} + 0,1 \cdot G_{deb}$$

where  $G_{res}$  – resulting grade,

$G_{th.1}$  – summing grade for the theme 1, studied online,

$G_{th.2}$  – summing grade for the theme 2, studied online,

$G_{th.3}$  – summing grade for the theme 3, studied online,

$G_{th.4}$  – summing grade for the theme 4, studied online,

$G_{th.5}$  – summing grade for the theme 5, studied online,

$G_{th.6}$  – summing grade for the theme 6, studied online,

$G_{deb}$  – grade for taking part in debates,

If a student gets grade less than “4” (40), he doesn’t get an automatic failing grade, as this grade does not have a status of the blocking element and, due to the summing grade for the online course, this student gets his final result.

Table of correspondence of grades on a and five-point scale

Ten-point scale	Five-point scale
1 – very poor 2 – poor 3 – bad	Fail
4 – nearly satisficing 5 – satisficing	Marginal pass
6 – good 7 – very good	Good
8 – almost excellent 9 – excellent 10 – extremely excellent	Excellent

During monitoring, remote support is provided via e-mail. Grades on the current and final control can also be pre-communicated to students using electronic mailing. Formation of an assessment in a 10-point scale takes into account the scale of translation of estimates.

## 4. Examples of control types

### 4.1. Examples of the In-study control and Final control

4.1.1. *Discuss the following topics and concepts in their connection to the Muslim world:*

Community and diversity

Unity and friction

Minorities

Legal and social reality

Practical tension

Popular dissatisfaction

## 5. Resources

### 5.1. Recommended basic literature

№	Title
1	Конфликты и войны XXI века. Ближний Восток и Северная Африка / ред. В.В. Наумкин, Д.Б. Малышева. М.: ИВ РАН, 2015. URL: <a href="https://book.ivran.ru/f/conflictsxxi-2015.pdf">https://book.ivran.ru/f/conflictsxxi-2015.pdf</a> .
2	Государственный суверенитет vs. право наций на самоопределение / ред. А.Л. Рябинин, Г.В. Лукьянов. М.: ГУ ВШЭ, 2011.

## 5.2. Recommended optional literature

№	Title
1	Восток/Запад. Региональные подсистемы и региональные проблемы международных отношений / ред. А.Д. Воскресенский. М.: МГИМО, РОССПЭН, 2002.
2	Ближний Восток: война и политика / ред. Г.Г. Исаев, А.А. Сотниченко. М.: Марджани, 2010.

## 5.3. Software support

№	Title	Access demands
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>Inner University access (according to contract)</i>
2.	Microsoft Office Professional Plus 2010	<i>Inner University access (according to contract)</i>

## 5.4. Professional databases, internet resources

№	Title	Access demands
<b><i>Internet educational resources</i></b>		
1.	Coursera	<a href="https://www.coursera.org/">https://www.coursera.org/</a>

## 5.5. Technical equipment for the discipline

Classrooms for lectures used during the discipline provide for necessary aims and demonstration of thematic illustrations corresponding to the program of the discipline:

- PC with Internet access (operating system, office programs, antivirus programs);
- multimedia projector with remote control.

Classrooms for seminars and self-study in the discipline are equipped with a personal computer, with Internet access and access to the electronic information and educational environment of the Higher School of Economics (LMS).

Computer classes are equipped with personal computers with Internet access, operating systems and software necessary for mastering the discipline. If necessary, it is allowed to replace equipment with its virtual counterparts.

## **6. Specifics of the organization for training people with disabilities.**

If necessary, students with disabilities (at the request of the student) and for persons with limited abilities (at the request and also in accordance with an individual rehabilitation program for a disabled person), may be offered the following options for the perception of educational information taking into account their individual psychophysical characteristics, including using e-learning and remote technologies:

6.1.1. For persons with visual impairments: in print in large scale; in the form of an electronic document; in the form of an audio file (translation of training materials into audio format); in printed form in Braille; individual consultations with the involvement of a tiflos sign language interpreter; individual tasks and consultations.

6.1.2. for persons with hearing impairment: in print; in the form of an electronic document; video materials with subtitles; individual consultations involving an interpreter; individual tasks and consultations.

6.1.3. for persons with disorders of the musculoskeletal system: in printed form; in the form of an electronic document; in the form of an audio file; individual tasks and consultations.