

**Программа учебной дисциплины «После Арабской весны - стремление к демократии и несостоявшееся государство»**

Утверждена  
Академическим советом ОП  
Протокол №3 от 30.08.2019

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Число кредитов	3
Контактная работа (час.)	2
Самостоятельная работа (час.)	112
Курс, Образовательная программа	4 курс (Б), ОП «Востоковедение»
Формат изучения дисциплины	С использованием онлайн курса

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

The main aim of the course “After the Arab Spring – Democratic Aspirations and State Failure” is to learn why the hope and excitement of the Arab Spring is gone, why so many Arab states are falling apart, why the youth are so frustrated, why there are so many refugees, and what can be done about it.

The objectives of the course are:

- Learn how the so-called Arab Spring appeared to end decades of exceptionalism and bring the Arab world back into the mainstream of global developments.
- Understand, why from the 22 member states of the Arab League, at least five have essentially collapsed.
- Indicate, by which way repression at home is now worsened by regional conflict on an unprecedented scale, and the resulting frustration has led to the biggest refugee flows in recent memory.

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

To know the theoretic base for the development of the Arab societies and the tendencies of their future development as well as the mechanisms of beginning and developing of regional conflicts.

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/after-the-arab-spring>).

## 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. Instability and Institutional Failure	0	Understanding some of the mistakes that were made in the decades prior to the outbreak of the recent Arab rebellions. These shortcomings have led to stunted and underperforming political systems, much at variance with developments elsewhere	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 2. Governance	0	Acquaintance to the availability of essentially free income flowing to the governments of the region. These ‘rents’ have sustained a repressive arrangement in which citizens pay little or no taxes and have no voice	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 3. Institutions	0	Learning the concept of institutions, namely values, stable, repeated patterns of behavior; also, what institutions are, how they come about, how their relative effectiveness is measured, how and why they decline, and why all that matters	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 4. Economics: Bread, Dignity and Freedom	0	Understanding the material bases of popular discontent, especially the connection between the states’ explicit promises of delivering welfare that have become increasingly unsustainable in the face of exploding population growth and falling revenues	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 5. Human Development: Growth and Frustration	0	Understanding structural changes beyond anyone’s control lead to different ways of living and, thus, value changes. With explosive population growth, social institutions have not kept up and norms are contested, often violently.	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
Theme 6. Outlook: Elusive Stability	0	Tying together some of the structural shortcomings that have produced the dysfunction that drove the Arab rebellions, this section casts a somewhat gloomy picture about the formidable tasks ahead if these societies want to redress the causes of discontent and return to stability	Test after the 1 <sup>st</sup> week (10 minutes)
	0		
	25		
<i>Debates</i>			<i>2 hours</i>
<i>Total number of hours (1 module)</i>			<i>lct -</i>

The formats of the learning:  
lct (lections) – online  
sem (seminars) – online  
onl / slf – self-study of the students.

***Topic description:***

**Part 1.** After the Arab Spring – Democratic Aspirations and State Failure

*Theme 1. Instability and Institutional Failure.*

This part of the course helps in understanding some of the mistakes that were made in the decades prior to the outbreak of the recent Arab rebellions. These shortcomings have led to stunted and underperforming political systems, much at variance with developments elsewhere.

*Theme 2. Governance.*

This part provides some level of acquaintance to the availability of essentially free income flowing to the governments of the region. These ‘rents’ have sustained a repressive arrangement in which citizens pay little or no taxes and have no voice.

*Theme 3. Institutions.*

This topic is dedicated to the concept of institutions, namely values, stable, repeated patterns of behavior; also, what institutions are, how they come about, how their relative effectiveness is measured, how and why they decline, and why all that matters.

*Theme 4. Economics: Bread, Dignity and Freedom.*

This part grants the students with understanding the material bases of popular discontent, especially the connection between the states’ explicit promises of delivering welfare that have become increasingly unsustainable in the face of exploding population growth and falling revenues

*Theme 5. Human Development: Growth and Frustration.*

This block helps in understanding structural changes beyond anyone’s control lead to different ways of living and, thus, value changes. With explosive population growth, social institutions have not kept up and norms are contested, often violently.

*Theme 6. Outlook: Elusive Stability.*

The final part will allow to tie together some of the structural shortcomings that have produced the dysfunction that drove the Arab rebellions, this section casts a somewhat gloomy picture about the formidable tasks ahead if these societies want to redress the causes of discontent and return to stability.

### 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:

Destroyed Societies and Interrupted Democratic Awakening

Arabs' Exclusion: Critical Cause and Responsibility

Relativism and reality: the price of non-adaptation

Physical choices and necessary comparisons

Destroyed Societies and Interrupted Awakening

Arabs' Exclusion: Critical Cause and Responsibility

Physical choices and necessary comparisons

Skip boat to the “third wave” of democratization

An authoritarian social contract and lack of policy

## 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
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<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.