

INTA 2260 Syllabus

Government, Politics, and Society of the Middle East | Fall 2026 | ___ Credits

Instructor Information

Instructor: Adi Levy

Email: ladi1010@gmail.com

General Course Information

Description

This course provides an in-depth exploration of the political systems, social changes, and regional dynamics shaping the modern Middle East. Students will examine the historical roots and current realities of governance in the region, focusing on state-building, authoritarian regimes, democratization efforts, and the link between political institutions and society.

Key themes include interstate conflicts, civil protests, revolutions, sectarian violence, foreign interference, diplomacy, and the influence of regional and global powers on Middle Eastern politics. The course also considers how developments in the Middle East impact global issues such as energy markets, migration, terrorism, and international security, and analyzes Israel's democracy within a largely authoritarian regional context.

Through case studies, policy analysis, and engagement with diverse scholarly views, students will gain a detailed understanding of the Middle East as a complex and dynamic political landscape.

Course Learning Outcomes

By the end of this course, students will

1. Understand regional political and social dynamics and their influence on foreign policy.
2. Be able to describe the social, political, and economic processes that influence the global system.
3. Apply critical thinking to current affairs: Students will develop the ability to use international theories in practical, problem-solving approaches to tackle pressing global issues.
4. Demonstrate proficiency in articulating and organizing arguments across written, oral, visual, and nonverbal modes, using concrete support and conventional language.
5. Be able to conduct academic, evidence-based research.

Required Course Materials

Course materials will be available online through library links

Kamrava, M. (2013). *The Modern Middle East, Third Edition: A Political History since the First World War* (3rd ed.). University of California Press.

<https://doi.org/10.1525/9780520956858>

Or

Sadiki, L. (2020). *Routledge Handbook of Middle East Politics* (1st edition). Taylor and Francis. <https://doi.org/10.4324/9781315170688>

Grading Policy:

- Attendance and Participation 10%
- Midterm exam 30%
- In-class Debate: 30%
- Final Paper: 30%

Description of Graded Components

- Attendance and participation require actively participating in class discussions. Attendance alone is not enough to get all points. Attendance will be counted regularly, and unexcused absences will cause a grade reduction.
- The midterm exam will be in class and closed-book and notes.
- In-class debate with open materials.

Course Policies

Attendance and/or Participation

This will be an active classroom where you are expected to participate, and your participation will be graded. I have noticed a drastic difference in performance between students who regularly attend class, ask questions, and share their thoughts and those who don't.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#),

developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University, includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodations, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to schedule an appointment to discuss your needs and obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe it is important to foster an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to Georgia Tech's ideals throughout this class.

Pre- &/or Co-Requisites

COE 2001 Statics Prerequisite and Math 2552 Ordinary Differential Equations Corequisite.

Collaboration, Group Work, and Use of Generative AI

You are allowed to work in groups on all homework and out-of-class assignments (and you may use my solutions), but any work you turn in must be written in your own hand. In-class tests and exams are to be your own work. All in-class tests and exams will be closed-book and notes.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Late homework will be penalized accordingly. Make-up exams are given for illness, approved Institute activities or religious observances.