**Course Outline: PLSC340A – Pol of Afghanistan and Iran**

Instructor Name: Dr. Abeeda Qureshi

Email: [abeedaqureshi@fccollege.edu.pk](mailto:abeedaqureshi@fccollege.edu.pk)

Office Location: E-036

Student Meeting Hours: Monday, Wednesday & Friday 1:00-2:00 pm (or by appointment)

**Course Details**

Room E041, 11.00 -11.50 am. M W F - This is a major course and amounts to 3 credit hours and will be held in-person

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**Course Description**

Afghanistan and Iran have long been dominated by uncertainty, external interventions, and inter and intra-state conflicts. The War on Terror in the aftermath of 9/11 has further compounded the already complex socio-political situation in Afghanistan and Iran. This course introduces students to internal and external forces that have shaped today’s Afghanistan and by placing the regional political conflicts in their historical, political and international context. Using the lens of international relations, the course discusses the impact of external interventions, the pattern of relations among regional states; the impact of domestic factors on the foreign policy of states; the role of transnational or ‘non-state’ forces in international relations; and the place of ideologies and belief in shaping relations between states and societies.

**Course Aims**

* Introduction of the changed nature of politico-strategic dynamics in Afghanistan and Iran.
* Provide Students with the ability to critically analyse and evaluate the developments and situate them in the broader historical context and their relationship with broader themes in International Relations.
* Ensure that the students acquire knowledge and understanding of competing explanations and interpretations of the substance, structure, and processes of foreign and security policy making in both states after 9/11.
* Enable students to use the concepts, approaches and methods of International Relations to develop a critical understanding of the contested nature and problematic character of security situation in the region.

**Learning outcome**

**On completion of this course students will have developed**

* A detailed insight into key issues in the Afghanistan and Iran.
* Ability to identify those dominant trends which will determine future debates in the region.
* Understanding of the role played by the global powers and non-state actors in shaping the Politics of Afghanistan and Iran
* An understanding of practical deterrents in the way of long-standing issues in the region.

**Required Textbooks**

The reading for this course will be distributed by the instructor through Moodle.

**Course Assessment**

The course will be taught using inquiry-based learning techniques. Students will be asked to study the reading material given in advance, and take an active part in discussions during the class. The learning environment will include close student-teacher interaction to encourage students to develop independent analytical perspectives, which will help the instructor to identify students’ academic interests, strengths and weaknesses at a very early stage. With this in mind, teaching approaches are more inductive than expository. This means that students need to come to class fully prepared in order to contribute to the learning process through participation in the discussions and presentations. The assessment will be based on 6 Quizzes/ short assignments (20%), 1 PowerPoint Presentation (10%) on a topic of their choice from the topics listed in the course outline, and Mid-Term (30%) and Final Term Examinations (40%).

**Power Point Presentation**

Students are required to give a Power Point Presentation (PPT) from the topics listed in the course outline. The purpose of the Power Point Presentations is to keep students engaged in learning from the very beginning and to ensure a two-way traffic of knowledge. Depending on the class size, the presentations can be individual or in a group of up to 3 students. Each Power Point Presentation by the student, or group of students, will be followed by a Question and Answer session. Students will be assessed on the basis of the clarity and coherence of the content, meticulousness in the presentation of their ideas and analysis, as well as their effective use of slides and images. 3 marks will be reserved to judge how the students handle and respond to the questions. Students are required to limit their presentation to within a period of 10 minutes; if the students exceed their time limit, negative marking will be applied. The criteria used for assessing the presentation are as follows:

* The degree of knowledge and understanding of the subject matter;
* The ability to present a coherent and systematic argument;
* The ability to communicate effectively in a clear and cogent manner;
* The extent to which the time limits are observed;
* The effectiveness with which oral questions are dealt with; and
* The clarity of delivery (pace, audibility, etc.)

In group presentations, each student will also need to submit a log of their contribution to the group. Each contributing group member will be awarded with the same marks, i.e., 10% of the total marks.

**Quizzes/Assignments**

Students are required to complete 6 quizzes/ short assignments, giving concise answers to the questions, two before the Mid-Term and two after the Mid-Term, based on the reading assigned in advance from the course outline. The purpose of the quizzes/ short assignments is to check the students’ conceptual clarity and to ensure that they have engaged with their reading material from the very beginning.

**Mid-Term and Final Term**

The Mid-Term and Final Term Examinations will be held on the University’s prescribed dates. The instructor will assign a question for a take-home Mid-Term exam via online instructions. The Take-Home Mid-Term exam will require students to answer a question by applying the concept that they would have covered during their reading. This paper must be submitted online through Moodle; no other modes of submission are allowed. The grading rubric for the research paper is available on Moodle.

**Grading Legend**

Below is the grading legend of FCCU (published in all catalogues and available on the FCCU website), as approved by the Academic Council. This applies for Fall as well.

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| Grade | Point value | Numerical value | Meaning |
| A | 4 | 93- 100 | Superior |
| A-  B+  B  B- | 3.7  3.3  3  2.7 | 90-92  87-89  83-86  80-82 | Good |
| C+  C  C- | 2.3  2  1.7 | 77-79  73-76  70-72 | Satisfactory |
| D+  D | 1.3  1 | 67-69  60-66 | Pass |
| F | 0 | 59 or below | Fail |

**Important Course Policies**

**Mode of Instruction:** This course will be taught in person, but will make good use of Moodle and Microsoft Teams (for individual online meetings). Kindly ensure that you are familiar with the use of both.

**Submission of Assignments and Plagiarism**: All written assignments must be submitted through Moodle, and will be checked for plagiarism via Turnitin. This software ensures that the work submitted is the student’s own, and plagiarism and cheating in any class discussion or assignment will be dealt with by giving a fail grade, and further disciplinary action will be taken according to FCC policies. Please read the relevant sections in your Student Handbook for further details.

**Contacting the Instructor:** The best way to contact the instructor is via email. During the scheduled office hours, the instructor will respond within 45 minutes of the query being sent; response time outside office hours is 12 hours max. If a student is participating in the course online, individual meetings can be arranged online via email. The instructor will be readily available for such meetings during office hours (listed above) and all that is required from a student is to send an email request for an individual meeting

**Response Time for Emails:** The instructor will respond to all emails received between 9am to 5pm, Mondays to Fridays, with a maximum reply time of 12 hours. If you have urgent matters that need discussion, try to make contact during the scheduled office hours (in-person or online).

**Submission of Assignments and Plagiarism:** All written assignments must be submitted through Moodle, and will be checked for plagiarism via Turnitin. This software ensures that the work submitted is the student’s own, and plagiarism and cheating in any class discussion or assignment will be given a fail grade, and further disciplinary action will be taken according to FCC policies. Please read the relevant sections in your Student Handbook for further details.

**Late Submissions:** Late submission of the research paper, Mid-Term Exam, and research paper will result in automatic penalties. For each day that passes after the deadline for submission, a 5% overall grade reduction will be incurred.

**Re-take Policies:** Absolutely no re-takes for any assignment are allowed, and no extensions will be given for any assignment. Under extreme circumstances beyond the student’s control - such as electric or internet outages during online quizzes – he/she should inform the instructor.

**Participation Etiquette:** Students are expected to attend classes on time. Personal attacks on other participants - including the instructor - through class discussions or other means, will incur strict punishment. A written warning will be issued after one transgression, and further transgressions will result in an automatic fail grade in the course.

**Electronics Policy:** The use of cell phones and other electronic or recording devices is strictly prohibited in class. If you need to use your laptop or tablet to take notes, please see the instructor to obtain permission beforehand.

**Language of Instruction:** The language of instruction for the course is English, as required by the Higher Education Commission (HEC). As such, the instructor is not responsible for delivering the lecture or disseminating class-related reading material in a language other than English; however, reasonable accommodation can be made on an individual basis. All assignments are to be completed and submitted in English. Students facing difficulty with the medium of instruction should contact the instructor and seek help during office hours (or by appointment).

**Accommodation for Disabled Students:** If a student is facing difficulty with the course due to a disability or handicap, please contact the instructor immediately to arrange for an appropriate instruction method.

**Health Emergencies**: If a student or a student’s family member encounters a health emergency that could have significant impact on the student’s performance in the course, s/he should immediately inform the instructor. Failure to do so will result in absolutely no accommodation being made towards the course assessment.

**Modifications in Syllabus:** This syllabus was designed to convey the course information and its requirements as accurately as possible. It is important to note, however, that it may be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for the students’ benefit and they will be notified of them as soon as possible.

**COURSE SCHEDULE AND READING ASSIGNMENTS**

(Note: This course schedule is subject to revisions under some unavoidable circumstances.)

**Part 1: Iran**

**Week 1: Historical Development of the State – The Persian Legacy and the Islamic State**

**Required Reading**

* O'Neil, P. H., Karl J Fields, & Don Share. (2017). *Cases in Comparative Politics.* New York: W. W. Norton & Company.

**Week 2: The Iranian Revolution and Pan-Shi’ism**

**Required Reading**

* Moin, B. (1994). Khomeini’s search for Perfection: Theory and Reality. In A. Rahnema, *Pioneers of Islamic Revival* (pp. 64-93). London: Zed books Ltd.

**Suggested Reading**

* Arjom, S. A. (1986). Iran's Islamic Revolution in Comparative Perspective. *World Politics, 38*(3), 383-414.
* Ramazani, R. K. (2004). Ideology and Pragmatism in Iran's Foreign Policy. *Middle East Journal, 58*(4), 549-559.

**Week 3: Iran’s Foreign Policy: A Theoretical Perspective**

**Required Reading**

* Oppressors and Oppressed Reconsidered: A Shi‘itologic Perspective on the Islamic Republic of Iran and Hezbollah’s Outlook on International Relations 50 Raffaele Mauriello and Seyed Mohammad Marandi
* Marandi, S. M., & Mauriello, R. (2019). The Khamenei Doctrine: Iran’s leader on diplomacy, foreign policy, and International Relations. In N. M. Adiong, R. Mauriello, & D. Abdelkader, *Islam in International Relations: Politics and Paradigms.* New York: Routledge.

**Week 4: Iran and its Non-State Partners in the Middle East**

**Required Readings**

* Wehrey, F., Thaler, D. E., Bensahel, N., Cragin, K., Green, J. D., Kaye, D. D., . . . Li, J. (2009). Iran and Its Non-State Partners: Assessing Linkages and Control. In F. Wehrey, D. E. Thaler, N. Bensahel, K. Cragin, J. D. Green, D. D. Kaye, . . . J. Li,
* ElBerni, H. M. (2018,). Iran’s Security Dilemma in The Middle East: A Neorealist Approach to Iran’s Foreign Policy in Syria. *Iran Calismalai Dergisi, 1*(2), 115–139.

**Suggested Reading**

* *Dangerous But Not Omnipotent: Exploring the Reach and limitations of Iranian power in the Middle East* (pp. 81-128). Santa Monica: Rand Corporation.

**Week 5: Iran and the U.S.**

**Required Readings**

* Murray, D. (2010). *US Foreign Policy and Iran: American–Iranian Relations since the Islamic Revolution.* New York: Routledge

**Week 6: Iran – Pakistan Relations: Challenges and Opportunities**

**Required Reading**

* Munir, M., Ahsan , M., & Zulfqar, S. (2013). Iran-Pakistan Gas Pipeline: Cost-Benefit Analysis. *Journal of Political Studies, 20*(2), 161:178.

**Week 7: Iran – Afghanistan**

**Week 8: Mid-Term**

**Part 2: Afghanistan**

**Week 9: Afghanistan: The Land, People and Culture**

**Required Reading**

* Seth. G. Jones. In the Graveyard of Empire: America’s War in Afghanistan
* Bearden, M. (2002). Afghanistan: Graveyard of Empires. In F. Logevall, *Terrorism and 9/11: A Reader.* Boston: Houghton Miffin Company.

**Suggested Reading**

* Collins, J. J. (2011). *Understanding War in Afghanistan.* Washington, D.C. : National Defense University Press .
* Lee, J. L. (2018). *Afghanistan: A History from 1260 to the Present.* Chicago: University of Chicago press.
* Siddique, A. (2012). Afghanistan's Ethnic Divides. *Policy Research Papers*. Retrieved from https://www.cidob.org/en/publications/publication\_series/project\_papers/stap\_rp/policy\_research\_papers/afghanistan\_s\_ethnic\_divides

**Week 10: The Saur Revolution & The Soviet- Afghan War- 1978-89**

**Required Readings**

* Hughes, G. (2008). The Soviet–Afghan War, 1978–1989: An Overview . *Defence Studies, 8*(3), 326-350.

**Suggested Readings**

* Collins, J. J. (2011). *Understanding War in Afghanistan.* Washington, D.C. : National Defense University Press

**Week 11: The Civil War and the Advent of Taliban**

**Required Reading**

* Seth. G. Jones. In the Graveyard of Empire: America’s War in Afghanistan
* Rashid, A. (2001). *Taliban: The Story of the Afghan Warlords.* London: Pan Macmillion Ltd.
* Collins, J. J. (2011). *Understanding War in Afghanistan.* Washington, D.C. : National Defense University Press

**Suggested Readings**

**Week 12: 9/11 and the War against the Taliban/ the War on Terror**

* Nazir, P. (2010). War on Terror in Pakistan and Afghanistan: discursive and political contestations. *Critical Studies on Terrorism, 3*(1), 63-81. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/17539151003594236?journalCode=rter20
* Connah, L. (2021). US intervention in Afghanistan: Justifying the Unjustifiable? *South Asia Research, 41*(1), 70–86. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/0262728020964609>
* Khan, Imran., ( Time To Listen To Saner Voices On Pakistan-Afghanistan-U.S. The NEWS. 7 July

**Suggested Readings**

* Bowman, S., & Dale, C. (2010). *War in Afghanistan: Strategy, Military Operations, and Issues for Congress.* Washington,D C: Congressioinal Research Service. Retrieved from https://apps.dtic.mil/sti/pdfs/ADA520581.pdf
* Rubin, B. R. (2013). *Afghanistan in the Post-Cold War Era.* New York: Oxford University Press.

**Week 13: Afghanistan - Pakistan Relations: The Future Prospects**

**Required Reading**

* Baqai, H., & Wasi , N. (2021). *Pakistan-Afghanistan relations: pitfalls and the way forward.* Islamabad. Retrieved from https://ir.iba.edu.pk/cgi/viewcontent.cgi?article=1004&context=faculty-research-books

**Suggested Readings**

* Grare, F. (2006). *Pakistan Afghanistan Relations in the post 9/11 era.* Washington, D C: Carnegie Endowment for International Peace. Retrieved from https://carnegieendowment.org/files/cp72\_grare\_final.pdf
* Hussain, Z. (2011). *Sources of Tension in Afghanistan and Pakistan: A Regional Perspective .* CIDOB Policy Research Project.
* Cole, J. (2009). Pakistan and Afghanistan: Beyond the Taliban. *Political Science Quarterly, 124*(2), 221-249.

**Week 14: Post US withdrawal: Challenges and Opportunities for Afghanistan**

**Required Readings**

* Baqai, H., & Wasi , N. (2021). *Pakistan-Afghanistan relations: pitfalls and the way forward.* Islamabad. Retrieved from https://ir.iba.edu.pk/cgi/viewcontent.cgi?article=1004&context=faculty-research-books

**Suggested Readings**

* n.d. (2021). *Pakistan: Shoring Up Afghanistan’s Peace Process.* Washington: International Crisis Group. Retrieved from https://www.crisisgroup.org/asia/south-asia/pakistan/b169-pakistan-shoring-afghanistans-peace-process

**Week 15: Presentations**