

**Iranian Politics, 1953-Present
Fall 2020**

MW 2:00-3:15 pm, Kirby 10

Instructor: Carrie Coberly
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202-375-3705 (mobile)

Office Hours:

Virtual: Fridays 1-3 pm (sign up at www.calendly.com/carriecoberly/office-hours or join the waiting room at this [Zoom link](#) (passcode: 880196)

In Person: Email me to request a time on Mondays or Wednesday

Who are the key players in Iranian politics and what are their bases of power? How does the Iranian government make decisions? Do the Iranian people support their government? Understanding Iran is more relevant today than ever before as the United States considers how best to limit Iranian nuclear ambitions and address an ever-assertive Iran in the region.

This course has three goals:

- First, to identify and understand the bias and perspective of alternate sources of information on Iran;
- Second, to connect Iranian politics to broader theories of revolution, authoritarianism, and political reform; and
- Third, to understand the policy implications of these facts and theories.

We will study key events in Iranian politics, from the 1953 coup against Mossadeq and the Islamic Revolution to the Green Movement and nuclear deal, reading works from the Iranian and American perspectives to understand how the selection of facts shapes the formation of theory on Iran. Each unit will combine these readings with broader theoretical perspectives to help understand whether Iranian politics are unique or exemplify broader political concepts. Students should leave this class with an understanding of the key issues in Iranian internal politics and a strong foundation upon which they can analyze current events.

Health and Well-being

This is a hybrid (online/face-to-face) class. That means that you can take it entirely online or through a combination of weekly in-person discussions and online content. You can switch to the online format at any time, so if you are feeling ill (even just a cold) or attended a large or unmasked gathering, you can (and should!) participate in class online - the content will be the same in either format. In line with [Wake Forest University](#) and [CDC](#) policy, in face-to-face classes, all students must properly wear cloth masks and maintain a distance of six feet from each other. **Your health and well-being are my highest priorities, so please let me know if you are having any problems or have any concerns.** Please also read the full university statement on face-to-face classes at the end of this syllabus.

Meeting in person and online

In order to keep a safe number of students in face-to-face elements of the course, the class will be divided into two cohorts. Cohort M will meet in person Mondays from 1-1:35 pm and online Wednesdays from 1:40-2:15 pm. Cohort W will meet online Mondays from 1:40-2:15 pm and in person Wednesdays from 1-1:35 pm. Any students taking the course entirely online will attend the online session both days (1:40-2:15 pm Mondays and Wednesdays). *Since we must limit the number of people in a room at a time, it will not be possible to switch in-person cohorts – if you can't make it to class in person on your day, just attend the online session for that day.* Occasionally (including the first and last weeks of class), all students will attend class together online for one or more days. See the Canvas module for each week for specific guidance on what to do.

Evaluation

In addition to actively participating in class discussion and activities, you will be required to complete three papers and a presentation based on your research paper.

- **Class Activities** (20% of total grade)
 - In-class activities, short homework assignments, and reflective statements will reinforce ideas discussed in course readings and lectures. These activities will be graded credit/no credit, and you need to complete 90% of them to receive an A for this portion of your grade. See the weekly course modules for details on individual assignments.
- **Paper 1: Analysis** (20% of grade)
 - A **two-page** (all page counts are single-spaced) paper analyzing a key question in Iranian politics. This paper will be evaluated based on the clarity of your central argument and application of theory to the question.
- **Paper 2: Research** (40% of grade)
 - A **10-15 page** research paper on contemporary Iranian politics. You may do this research paper as an individual or as a group. This paper will be evaluated on the clarity of your hypothesis, depth of your evaluation of existing research on the topic, and the feasibility of your research design. You will give a 5-10 minute presentation to the class on your research the final week of class.
- **Paper 3: Advocacy** (20% of grade)
 - A **two-page** memo advocating for a policy related to Iranian domestic politics. This paper will be evaluated based on the clarity of your argument and its success in addressing counter-arguments to and potential implications of the proposed policy.

Additional information on each paper can be found under “Assignments” in Canvas.

Course schedule

Key Dates

Friday, September 25	Paper 1 due
Monday, September 28	Last day to drop with no penalty
Monday, October 26	Last day to withdraw from class

Friday, November 20 Paper 2 (design) due
Friday, December 11 Paper 3 due, Paper 2 (final) due

In addition to the readings for discussion, I recommend you read one news article on Iran every day. Aim to read something from a different source each day – the list of English-language websites at the end of this syllabus is a place to start. I have tried to keep course readings to 50 pages/week, but occasionally ask for more (when we need to compare and contrast two different theories, for example). My goal and expectation is that you spend nine hours a week on all elements of this class – reading/watching course material, participating in class discussion, and preparing assignments. Detailed information on daily class content and activities can be found in each Canvas module page. Please note you are not required to do the “Background” readings. I include these sources for your general reference or as a starting point for sources if you choose to write your research paper on a related topic.

Wednesday, August 26 – Introduction to Iran

- Talwar, Puneet. (2020, June 29). “Iran and the United States Can’t See Each Other Clearly.” *Foreign Affairs*. <https://www.foreignaffairs.com/articles/united-states/2020-06-29/iran-and-united-states-cant-see-each-other-clearly>
- Fathollah-Nejad, Ali and Amin Naeni. (2020, June 15). “What explains the decline of Iran’s moderates? It’s not Trump.” Brookings Institute. <https://www.brookings.edu/blog/order-from-chaos/2020/06/15/what-explains-the-decline-of-irans-moderates-its-not-trump/>
- Vatanka, Alex. (2020, January 31). “Trump and Iran’s Revolutionary Guards after Qassem Soleimani.” Middle East Institute. <https://www.mei.edu/publications/trump-and-irans-revolutionary-guards-after-qassem-soleimani>

Background Reading

Ansari, Ali. 2014. *Iran: A Very Short Introduction*. Oxford University Press.
Axworthy, Michael. 2008. *A History of Iran: Empire of the Mind*. Basic Books.
Documentary (ok, travel show): Rick Steves’ Iran
<https://www.youtube.com/watch?v=CYoa9hI3CXg&t=320s>
Documentary: Vice News Iran

Week of August 31-September 2 – The coup against Mossadeq

- Singh, Naunihal. 2014. *Seizing Power: The Strategic Logic of Military Coups*. Johns Hopkins University Press. Chapter 1 (Introduction), p.1-10; Chapter 2 (Theory), p. 15-39. (34 pages)
- Gasiorowski, Mark. 1987. “The 1953 Coup d’Etat in Iran.” *International Journal of Middle East Studies* 19(3): 261-286. (17 pages)
- Zahrani, Mostafa. 2002. “The Coup That Changed the Middle East: Mossadeq v. the CIA in Retrospect.” *World Policy Journal* 19(2): 93-100. (7 pages)
- Takeyh, Ray. 2014. “What Really Happened in Iran.” *Foreign Affairs* 93(4): 2-12 (11 pages)

Background Reading

Abrahamian, Ervand. 2013. *The Coup: 1953, the CIA, and the Roots of Modern U.S.-Iranian Relations*. New Press.
Kinzer, Stephen. 2003. *All the Shah’s Men: An American Coup and the Roots of Middle East Terror*. John Wiley & Sons, Inc.

Week of September 7-9 – The old regime: Authoritarianism under the Shah

- Gandhi, Jennifer. 2008. *Political Institutions under Dictatorship*. Cambridge University Press. Chapter 1, “The World of Dictatorial Institutions” (41 pages)
- Abrahamian, Ervand. 2008. *A History of Modern Iran*. Cambridge University Press. Chapter 5, “Muhammad Reza Shah’s White Revolution” (29 pages)

Background Reading

Mottahedeh, Roy. 1985. *The Mantle of the Prophet: Religion and Politics in Iran*. Oneworld Publications.

Schayegh, Cyrus. 2010. “‘Seeing Like a State’: An Essay on the Historiography of Modern Iran.” *International Journal of Middle East Studies* 42(1): 37-61.

Documentary: “Iran: The 100 year war.” 2008. ARTE France.

Pezeshkzad, Iraj. 1973. *My Uncle Napoleon*. Random House.

Week of September 14-16 – The Iranian revolution

- Goldstone, Jack A. 2001. “Toward a Fourth Generation of Revolutionary Theory.” *Annual Review of Political Science* 4(1): 139-187 (36 pages)
- Skocpol, Theda. 1982. “Rentier State and Shia Islam in the Iranian Revolution.” *Theory and Society* 11(3): 265-283. (19 pages)
- Parsa, Misagh. 1988. “Theories of Collective Action and the Iranian Revolution.” *Sociological Forum* 3(1): 44-72. (28 pages)
- Abrahamian, Ervand. 2009. “The Crowd in the Iranian Revolution,” *Radical History Review* 105, p. 13-34. (11 pages)

Background Reading

Bakhash, Shaul. 1984. *Reign of the Ayatollahs*. Basic Books.

Biglari, Mattin. 2016. “‘Captive to the Demonology of the Iranian Mobs’: U.S. Foreign Policy and Perceptions of Shi’a Islam during the Iranian Revolution, 1978-79.” *Diplomatic History* 40(4): p. 579-605.

Dabashi, Hamid. 2005. *Theology of Discontent: The Ideological Foundation of the Islamic Revolution*. Routledge.

Kurzman, Charles. 2005. *The Unthinkable Revolution in Iran*. Harvard University Press.

Documentary: “Fall of the Shah.” 2009, BBC (Director: Maziar Bahari)

Week of September 21-23 – Revolutionary Consolidation and the Iran-Iraq War

Paper 1 due Friday, September 25

- Molavi, Afshin. 2002. *Persian Pilgrimages: Journeys Across Iran*. Norton, pages 260-282. (22 pages)

Optional/Background Reading

- Blight, James et al. 2014. *Becoming Enemies: U.S.-Iran Relations and the Iran-Iraq War, 1979-1988*. Rowman and Littlefield Publishers.
- Bowden, Mark. 2006. *Guests of the Ayatollah*. Atlantic Monthly Press.
- Satrapi, Marjan. 2003. *Persepolis*. Random House.
- Takeyh, Ray. 2010. "The Iran-Iraq War: A Reassessment." *Middle East Journal* 64(3): 365-383.
- Tabaar, Mohammad Ayatollahi. 2019. "Factional Politics in the Iran-Iraq War." *Journal of Strategic Studies* 42(3-4): 480-506.
- Documentary: "444 Days: The Iran Hostage Crisis." 1998. BBC.

Week of September 28-30 – Contemporary Iran: Institutions

- Buchta, Wilfried. 2000. *Who Rules Iran? The Structure of Power in the Islamic Republic*. Washington Institution for Near East Policy and Konrad Adenauer Stiftung. <https://www.washingtoninstitute.org/uploads/Documents/pubs/WhoRulesIran.pdf> (May 25, 2017). pages xi-xv, "Executive Summary" (5 pages)
- Boroujerdi, Mehrzad and Koroush Rahimkhani. 2016. "The Office of the Supreme Leader: Epicenter of a Theocracy." In Brumberg, Daniel and Farideh Farhi, eds., *Power and Change in Iran: Politics of Contention and Conciliation*. Indiana University Press, p. 135-165. (30 pages)
- Alem, Yasmin. 2016. "Electoral Politics, Power, and Prospects for Reform." In Brumberg and Farhi, eds., p. 166-177. (11 pages)

Background Reading

- Alem, Yasmin. 2011. *Duality by Design: The Iranian Electoral System*. International Federation for Electoral Systems.
- Khomeini, Ruhollah. 1971. *Islamic Government*. <http://statics.ml.imam-khomeini.ir/en/File/NewsAttachment/2014/1358-velayate-faghih-ya-hokoomate-islami-a4.pdf> (May 26, 2017).
- Sadjadpour, Karim. 2009. "Reading Khamenei: The World View of Iran's Most Powerful Leader." Carnegie Endowment for International Peace. http://carnegieendowment.org/files/sadjadpour_iran_final2.pdf
- Schirazi, Asghar. 1998. *The Constitution of Iran*. I.B. Tauris.
- Arjomand, Said Amir. 2000. "Civil Society and the Rule of Law in the Constitutional Politics of Iran Under Khatami." *Social Research* 67(2): p. 283-301.

Week of October 5-7 – Contemporary Iran: Factional politics

- Magaloni, Beatriz. 2008. "Credible Power-Sharing and the Longevity of Authoritarian Rule." *Comparative Political Studies* 41(4/5): 715-30, skim 734-736. (15 pages)
- Thaler, David et al. 2009. *Mullahs, Guards, and Bonyads*. RAND Corporation. http://www.rand.org/content/dam/rand/pubs/monographs/2009/RAND_MG878.pdf, pages 37-74 (37 pages)
- Mohseni, Payam. 2016. *The 2016 Parliamentary Elections and the Future of Domestic Politics under the JCPOA*. Belfer Center for Science and International Affairs Iran Project Report. John F. Kennedy School of Government, Harvard University. https://www.belfercenter.org/sites/default/files/files/publication/Iran%20Elections%20-%20web_0.pdf, p. 6-24. (18 pages)

Background Reading

- Moslem, Mehdi. 2002. *Factional Politics in Post-Khomeini Iran*. Syracuse University Press.
- Tabaar, Mohammadi Ayatollahi. 2006. "The Beloved Great Satan: The Portrayal of the U.S. in the Iranian Media since 9/11." *Journal of the European Society for Iranian Studies* 1(1): 63-78.
- Ansari, Ali. 2006. *Iran, Islam and Democracy: The Politics of Managing Change*. Chatham House.
- Gheissari, Ali and Vali Nasr. 2005. "The Conservative Consolidation in Iran." *Survival* 47(2): 175–190 (15 pages).
- Film: "Our Times." 2002. Director: Rakhsan Bani-Etemad

Week of October 12-14 – Contemporary Iran: Political Economy

- Ross, Michael. 2001. "Does Oil Hinder Democracy?" *World Politics* 53(3), p. 325-361. (36 pages)
- Harris, Kevan. 2016. "Social Welfare Policies and the Dynamics of Elite and Popular Contention." In Brumberg and Farhi, eds., p. 70-100. (30 pages)
- Salehi-Isfahani, Djavad. 2009. "Oil Wealth and Economic Growth in Iran." In Ali Gheissari, ed. *Contemporary Iran: Economy, Society, Politics*. Oxford University Press, p. 3-37 (31 pages)

Background Reading

- Maloney, Suzanne. 2015. *Iran's Political Economy since the Revolution*. Cambridge University Press.
- Harris, Kevan. 2017. *A social revolution: politics and the welfare state in Iran*. University of California Press.
- Saeidi, Ali. 2004. "The Accountability of Para-Governmental Organizations (Bonyads): The Case of Iranian Foundations." *Iranian Studies* 37(3): 479-498
- Salehi-Isfahani, Djavad. 2009. "Poverty, Inequality, and Populist Politics in Iran." *The Journal of Economic Inequality* 7(1): 5-28. (23 pages)

Week of October 19-21 – Contemporary Iran: Security

- Svoblik, Milan. 2012. *The Politics of Authoritarian Rule*. Cambridge University Press. Chapter 5, "Moral Hazard in Authoritarian Repression and the Origins of Military Dictatorships," p. 123-138. (15 pages)
- Wehrey, Frederic, Jerrold D. Green, Brian Nichiporuk, Alireza Nader, Lydia Hansell, Rasool Nafisi, and S. R. Bohandy. 2009. *The Rise of the Pasdaran: Assessing the Domestic Roles of Iran's Islamic Revolutionary Guards Corps*. Santa Monica, CA: RAND Corporation. <https://www.rand.org/pubs/monographs/MG821.html>. Pages xi-xviii and 7-13 (14 pages)
- Golkar, Saeid. 2012. "Organization of the Oppressed or Organization for Oppressing: Analysing the Role of the Basij Militia of Iran." *Politics, Religion & Ideology* 13(4): 455-471 (17 pages)

Background Reading

- Afshari, Reza. 2001. *Human Rights in Iran: The Abuse of Cultural Relativism*. University of Pennsylvania Press.
- Alfoneh, Ali. 2013. *Iran Unveiled: How the Revolutionary Guards Is Turning Theocracy into Military Dictatorship*. AEI Press.
- Golkar, Saeid. 2013. "The Feminization of Control: Female Militia and Social Order in Iran." *Hawwa* 11(1): 16-40.

Harris, Kevan. 2013. "The Rise of the Subcontractor State: Politics of Pseudo-Privatization in the Islamic Republic of Iran." *International Journal of Middle East Studies* 45(1): 45-70.

Week of October 26-28 - Contemporary Iran: Culture

Watch **one** of the following:

- No One Knows About Persian Cats (2009; Bahman Ghobadi, Director) Rent through Google Play (\$3) or Apple TV (\$4)
- Offside (2006; Jafar Panahi, Director) Rent through Amazon (\$3), Google Play (\$4) or Apple TV (\$4)
- A Separation (2011; Asghar Farhadi, Director) Rent through Amazon (\$3), Google Play (\$4) or Apple TV (\$4)
- Ten (2002; Abbas Kiarostami, Director) Rent through Amazon (\$2)
- This is Not A Film (2011; Jafar Panahi, Director) – Available through Kanopy (ZSR Library)
- The Salesman (2017; Asghar Farhadi, Director) – Available through Amazon Prime

Background Reading

Afary, Janet. 2009. *Sexual Politics in Modern Iran*. Cambridge University Press.

Keddie, Nicole. 2000. "Women in Iran since 1979." *Social Research* 67(2): 405-438.

Molavi, Afshin. 2002. *Persian Pilgrimages: Journeys across Iran*. Norton.

Nafisi, Azar. 2004. *Reading Lolita in Tehran*. Random House.

Varzi, Roxanne. 2006. *Warring Souls: Youth, Media, and Martyrdom in Post-Revolution Iran*. Duke University Press.

Taba'ar, Mohammad Ayatollahi. 2018. *Religious Statecraft: The politics of Islam in Iran*. Columbia University Press.

Khalaji, Mehdi. 2011. "Iran's Regime of Religion." *Journal of International Affairs* 65(1): p. 131-147. (16 pages)

Documentary: "Iran: Behind the Veil." 2000. National Geographic.

Week of November 2-4 – Iranian protests: 2009 and today

- Stephan, Maria and Erica Chenoweth. 2008. "Why Civil Resistance Works." *International Security* 33(1): p. 7-44. (38 pages)
- Read one of the following:
 - Haghghatjoo, Fatemeh. 2016. "The Green Movement and Political Change in Iran." In Brumberg and Farhi, eds., p. 224-250. (26 pages)
 - Mohktari, Shadi. 2016. "'This Government is Neither Islamic nor a Republic': Responses to the 2009 Postelection Crackdown." In Brumberg and Farhi, eds., p. 251-281 (31 pages).
- Yahyanejad, Mehdi. 2015. "The Role of Social Media: Myth and Reality." In Milani and Diamond, eds. *Politics & Culture in Contemporary Iran: Challenging the Status Quo*, p.165-178. (13 pages)
- Fathollah-Nejad, Ali. 2020. *The Islamic Republic of Iran Four Decades On: The 2017/18 Protests Amid a Triple Crisis*. Brookings Doha Center Analysis Paper Number 28, pages 1-18
<https://www.brookings.edu/wp-content/uploads/2020/04/The-Islamic-Republic-of-Iran-Four-Decades-On-English-Web.pdf> (18 pages)

Background Reading

- Harris, Kevan. 2012. "The Brokered Exuberance of the Middle Class: An Ethnographic Analysis of Iran's 2009 Green Movement." *Mobilization* 17(4): 435-455. (20 pages)
- Honari, Ali. 2015. "Online social research in Iran: A need to offer a bigger picture." *CyberOrient: The Online Journal of Virtual Middle East*. Vol. 9 (2).
<http://www.cyberorient.net/article.do?articleId=9687>
- Kamrava, Mehran. 2010. "The 2009 Elections and Iran's Changing Political Landscape." *Orbis* 54(3): 400-412.
- Roukema, Boudewijn. 2014. "A first-digit anomaly in the 2009 Iranian presidential election." *Journal of Applied Statistics* 41(1): 164-199.
- Akhavan, Niki. 2015. "Social Media and the Islamic Republic." In David M. Faris and Babak Rahimi, eds. *Social Media in Iran: Politics and Society after 2009*. State University of New York Press, p. 213-230.
- Tohidi, Nayereh. 2016. "Women's Rights and Feminist Movements in Iran." *Sur: International Journal on Human Rights* 13(24): 75-89.
- Fadaee, Simin. 2012. *Social Movements in Iran: Environmentalism and Civil Society*. Routledge.
- Michaelsen, Marcus. 2016. "Exit and Voice in a Digital Age: Iran's Exiled Activists and the Authoritarian State." *Globalizations*, DOI:10.1080/14747731.2016.1263078.
- Film: "Rosewater." 2014 (Director: Jon Stewart)

Week of November 9-11 – Sanctions and Nuclear Politics

- Drezner, Daniel. 2011. "Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice." *International Studies Review* 13(1): 96-108. (13 pages)
- Tabatabai, Ariane. 2020. *Nuclear Decision-Making in Iran: Implications for U.S. Nonproliferation Efforts*. Columbia SIPA Center on Global Energy Policy.
https://www.energypolicy.columbia.edu/sites/default/files/file-uploads/IranNuclear_CGEP-Report_080520.pdf (25 pages)
- Maloney, Suzanne. 2015. "Sanctions and the Iranian Nuclear Deal: Silver Bullet or Blunt Object?" *Social Research* 82(4): 887-911. (24 pages)
- Einhorn, Robert and Richard Nephew. 2019. *Constraining Iran's Future Nuclear Capabilities*. Brookings Institute, pages 11-28. https://www.brookings.edu/wp-content/uploads/2019/03/FP_20190321_nuclear_capabilities_WEB.pdf (18 pages)

Background Reading

- Patrikarakos, David. 2012. *Nuclear Iran: The Birth of an Atomic State*. I.B. Tauris.
- Samii, Abbas William. 2006. "The Iranian Nuclear Issue and Informal Networks." *Naval War College Review* 59(1): 63-89.
- Samore, Gary et al. 2015. "The Iran Nuclear Deal: A Definitive Guide." Harvard Kennedy School Belfer Center for International Affairs.
<http://www.belfercenter.org/sites/default/files/legacy/files/IranDealDefinitiveGuide.pdf> (May 29, 2017).
- International Crisis Group (Ali Vaez). 2017. "Implementing the Iran Nuclear Deal: A Status Report." January 17, 2017. <https://www.crisisgroup.org/middle-east-north-africa/gulf-and-arabian-peninsula/iran/173-implementing-iran-nuclear-deal-status-report>
- Nader, Alireza et al. 2017. "Iranian Domestic Challenges to the Joint Comprehensive Plan of Action." RAND Corporation Perspective. <https://www.rand.org/pubs/perspectives/PE218.html> (May 29, 2017). (16 pages)

Gallagher, Nancy, Ebrahim Mohseni, and Clay Ramsay. 2015. "Iranian Public Opinion on the Nuclear Negotiations." University of Maryland Center for International and Security Studies, June 2015. <http://cissm.umd.edu/publications/iranian-public-opinion-nuclear-negotiations> (June 6, 2017), p. 8-22. (14 pages)

Katzman, Ken. 2020. "Iran Sanctions." Congressional Research Service, July 23, 2020. <https://fas.org/sgp/crs/mideast/RS20871.pdf>.

Samore, Gary, ed. 2015. *Sanctions against Iran: A Guide to Targets, Terms, and Timetables*. Harvard Kennedy School Belfer Center for International Affairs. June 2015. <http://www.belfercenter.org/publication/sanctions-against-iran-guide-targets-terms-and-timetables> (June 1, 2017).

Khajehpour, Bijan, Reza Marashi and Trita Parsi. 2013. "Never Give In, Never Give Up: The Impact of Sanctions on Tehran's Nuclear Calculations." National Iranian American Council. p. 12-29 (17 pages)

Salehi-Isfahani, Djavad. 2010. "Iran's Youth, the Unintended Victims of Sanctions." Harvard Kennedy School Belfer Center for International Affairs. August 2010. <http://www.belfercenter.org/sites/default/files/legacy/files/Salehi-Isfahani%20-%20DI%20Policy%20Brief%20-%20Iran%20Youth.PDF> (May 29, 2017).

Week of November 16-18: Iran in the region

Paper 2 Research Design due November 20

- Byman, Daniel. "Iran, terrorism, and weapons of mass destruction." *Studies in Conflict & Terrorism* 31.3 (2008): 169-181. (12 pages)
- Wastnidge, Edward. 2017. "Iran and Syria: An Enduring Axis." *Middle East Policy* 24(2): 148-159 (11 pages)
- Vakil, Sanam. 2018. *Iran and the GCC: Hedging, Pragmatism and Opportunism*. Chatham House Research Paper <https://www.chathamhouse.org/sites/default/files/publications/research/2018-09-13-iran-gcc-vakil.pdf> (16 pages)

Background/Further Reading

Hoffman, Bruce. 1990. *Recent Trends and Future Prospects of Iranian-Sponsored International Terrorism*. <https://www.rand.org/pubs/reports/R3783.html>

Milani, Mohsen. 2009. "Iran's Persian Gulf Policy in the Post-Saddam Era." In Gheissari, ed. *Contemporary Iran: Economy, Society, Politics*, p. 349-366 (15 pages)

DeVore, Marc. 2012. "Exploring the Iran-Hezbollah Relationship: A Case Study of how State Sponsorship affects Terrorist Group Decision-Making." *Perspectives on Terrorism* 6(4-5): 85-107.

November 23, 30, and December 2: What next for Iran?

Paper 3 and Revised Paper 2 due December 11

- Vakil, Sanam and Hossein Rassam. 2017. "Iran's Next Supreme Leader." *Foreign Affairs* 96(3): 76-86. (10 pages)
- Laylin, David. 2018. *Environmental and Wildlife Degradation in Iran*. Atlantic Council Issue Brief. https://www.atlanticcouncil.org/wp-content/uploads/2018/06/Environmental_and_Wildlife_Degradation_in_Iran1.pdf (16 pages)

- Cincotta, Richard and Karim Sadjadpour. 2017. *Iran in Transition: The Implications of the Islamic Republic's Changing Demographics*. Carnegie Endowment for International Peace. https://carnegieendowment.org/files/CP324_Iran_in_Transition_Final.pdf (21 pages)

Background Reading

Abbasi-Shavazi, Mohammad Jalal and Rasoul Sadeghi. 2013. *Demographic and Socio-Economic Status of Youth in I.R. Iran*. UN Population Fund, December 2013. <http://iran.unfpa.org/Four-Reports-English/Youth%20in%20I.R.%20Iran.pdf> (June 8, 2017).

Nader, Alireza, David E. Thaler, and S. R. Bohandy. 2011. *The Next Supreme Leader: Succession in the Islamic Republic of Iran*. RAND Corporation. http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1052.pdf (June 1, 2017).

Course Policies

Masks and Social Distancing

Each of us shares responsibility for the health and safety of all in a learning space. Maintaining a consistent six feet of distance, wearing a face covering, limiting our gathering sizes, and isolating or quarantining when ill or exposed to someone with the virus are Wake Forest University directives and policies we all must follow. Students are encouraged to visit the Our Way Forward website (ourwayforward.wfu.edu) to stay informed about the latest guidance and review the [Public Health Emergency Addendum to the Student Code of Conduct](#).

Specifically, in the classroom, we will mitigate the risks of virus transfer and take care of our community by abiding by the following safety directives:

- maintain six feet of distance at all times when feasible.
- wear a face covering for the entirety of class. This face covering should cover your mouth and your nose. A face shield without a face covering is not an acceptable substitute for a face covering.
- stay out of class when sick or after being exposed to someone who is sick.

Any student who does not follow these requirements will be asked once to follow the safety directives. I will offer you a mask or ask you to find one. If you do not comply, I will ask you to leave the class for that day. I will also refer the matter to the COVID-19 compliance reporting system. Possible disciplinary actions may follow as described in the Wake Forest University Undergraduate Student Conduct Code Public Health Emergency Addendum.

Civil discussion

We can only really learn in an environment where we keep an open mind and everyone is valued and respected. We will establish class expectations for civil discussion as a group, but as a starting point, please remember:

- Racism, sexism, and other forms of discrimination and inequality exist. We may disagree about their causes and consequences, but we agree to work to better understand them and refrain from personal attacks.
- Personal experiences shared in class remain confidential unless otherwise agreed.
- No individual is expected to serve as a spokesperson for their identity group or country of origin.

- We all make mistakes. Questions and missteps are welcome in an environment of mutual respect and learning.

Attendance

I will not take attendance in class, but students will need to complete 90% of class activities (they are listed as class activities under the assignments tab), some of which are conducted during class meetings, in order to receive full credit for the “participation” part of your grade. If you cannot attend class in person one day, please attend the online session that week.

Late assignments

Every student gets two “free passes” to turn in an assignment late. If you need more time to complete an essay or part of your project, email me at least 24 hours before it is due. You don’t need to give a reason – just say you are using one of your free passes. Otherwise, you will lose a letter grade for each day your assignment is late. If you are finding completing your assignments challenging in general, email me and we can talk about a schedule that will work for you.

Challenging a grade

If you disagree with a grade you received on an assignment, you may appeal that grade. To appeal, please submit a 1-2 paragraph explanation why the grade given was inappropriate. I will review the explanation and reevaluate the grade. Re-grade requests must be submitted no earlier than one day after grades have been returned and no later than one week from the time the grade was first received.

Contact Policy

I am always reachable via email (I respond between 8 am and 9 pm daily) and during my office hours, but will not always respond immediately. I have also provided my phone number to you for emergencies. I will not respond to questions about grades until 24 hours after they have been returned to you.

Academic Honor Code

All students are expected to submit work that is a reflection of their own ideas and to properly cite published sources when referencing the ideas of others. Plagiarism will result in a failing grade for an assignment and possibly the course. If you have any questions about proper citation practices or what constitutes plagiarism, please come talk to me. Please review Wake Forest’s honor code here: <https://studentconduct.wfu.edu/undergraduate-student-handbook/honor-code-and-conduct-system/>.

Iran - News Sources

Official Sites, News Wires

<http://www.irna.ir/en/> - IRNA, the official news agency

<http://www.presstv.com/> - Press TV, the government’s official international media outlet (heavy on propaganda)

<http://en.isna.ir/> - Iranian Student News Association

<http://en.mehrnews.com/> - Mehr News

<http://www.tehrantimes.com/> - Daily English-language newspaper, “Voice of the Islamic Revolution”

Conservative/IRGC-affiliated

<http://en.farsnews.com/> - Fars News, IRGC-affiliated

Other/Expatriate

<http://en.iranwire.com> - a great source for feature stories and perspectives from Iran

<http://www.al-monitor.com/pulse/iran-pulse> - regional perspectives and scoops

<http://www.dw.com/en/iran/t-18996175> - Deutsche Welle

<http://www.bbc.com/news/topics/511accd7-6ee6-4dfb-8e2b-b236be8cb14c/iran> - BBC

<https://www.rferl.org/p/5516.html> - Radio Free Europe

Iran - Additional Resources

Harvard Kennedy School Belfer Center – Iran Project

<http://www.belfercenter.org/project/iran-project>

Iran Data Portal, Princeton University

<http://www.princeton.edu/irandataportal/index.xml>

Iran Media Program

<http://www.iranmediaresearch.org/en>

PBS Frontline – Tehran Bureau

<http://www.pbs.org/wgbh/pages/frontline/tehranbureau/>

Note: This website is no longer updated, but its historical information is great.

Tavaana – civil society information and training

<https://tavaana.org/en>

USIP – Iran Primer

<http://iranprimer.usip.org/>

Irancarto and CartOrient (maps, including of election results)

<http://cartorient.cnrs.fr/>

<http://www.irancarto.cnrs.fr/index.php?l=en>

Student Resources

We are all under unusual stress right now, and it is important we all acknowledge the toll social distance and anxiety are taking on our mental and physical health. If you have specific needs or require an accommodation in class, please let me know as soon as possible. You may also find the following university resources of help:

- Wake Forest Office of Wellbeing: <https://thrive.wfu.edu/>
- University Counseling Center: <https://counselingcenter.wfu.edu/>
- Student Health: <https://shs.wfu.edu/>
- Wake Forest Information Systems: <https://is.wfu.edu/student/>