

# **The University of Oklahoma**

## **College of Continuing Education**

### **Advanced Programs – Course Syllabus**

#### **Course Title:**

Seminar in Middle Eastern History: Stateless People of the Modern World

#### **Course Number:**

HIST 6600-223

#### **Course Description:**

This course will address the various problems in the world today regarding the involvement of “Stateless People.” It has been a hallmark of American foreign policy ever since the Spanish American War that political instability is bad for American business. It challenges the foundation of Liberal International Capitalism, a foreign policy paradigm first developed by President Woodrow Wilson. While the United States has generally followed the precepts of this concept in its foreign policy, recent events have intimated that a major problem exists. In dealing with Middle Eastern and South East Asian states, we have encountered many so-called “Stateless People.” Such people can be found in many countries of the world that often have unstable, or recently created, governments. Such groups exist for a multitude of reasons; some have a unique ethnic identity, others, cultural differences that evolve from different economic or social formation, still others practice different religions than the dominant group, or even have basic differences regarding political organization.

The groups that we intend to study in this course include a host of significant but relatively unknown collections of people. Among them are the Kurds, the tribes of southern Sudan, the people of Kosovo, the mountain tribes of Southeast Asia, the Palestinians, the Taliban, the tribal groups associated with ISIS as well as other various tribal groups of Afghanistan, Pakistan, and Africa. All have distinct identities, but most have a strong tribal past that literally prevents, or hinders, state formation. The questions we will consider regarding all of these varied groups include what is the relationship between tribalism and statehood? How does the United States deal with groups that lack a general political organization and accepted political leaders? And finally, what can we learn about these groups that will help us better deal with, even create relationships, with them?

The course will be taught as a seminar, with strong student participation expected (Graduate Seminars usually are based upon a belief that students and professors learn from each other, through discussion). While there will be several lectures from the professor, mostly for the first two nights we meet, students will be paired with other students in groups of 3-5, depending upon enrollment. Each group will have time to prepare a presentation regarding one of the books assigned. The presentations will take several sessions and result in considerable discussion. By doing a presentation, a student will meet most of the requirements regarding discussion, and a discussion grade.

#### **Class Dates, Location and Hours:**

Dates: July 25 – 30, 2017

Location: Vilseck, Germany. Please contact Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: June 26, 2017

#### **Site Director:**

Email: [apvilseck@ou.edu](mailto:apvilseck@ou.edu). Phone: CIV 011-49-9662-83-2069; DSN 476-2069.

### Professor Contact Information:

Course Professor: Gary Clayton Anderson  
Mailing Address: University of Oklahoma  
Department of History  
DAHT 311  
Norman, OK 73019  
Telephone Number: 405-325-2178  
Email Address: [gcanderson@ou.edu](mailto:gcanderson@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Abbas, H. (2014). *The Taliban revival: Violence and extremism on the Pakistan-Afghanistan frontier*. New Haven: Yale University Press. ISBN 9780300178845.
2. Weiss, M. & Hassan H. (2015). *ISIS: Inside the army of terror*. New York: Regan Arts. ISBN 9781941393574.
3. Lawrence, Q. (2009). *Invisible nation: How the Kurds' quest for statehood is shaping Iraq and the Middle East*. New York: Walker. ISBN 9780802717436.
4. Nasr, V. (2014). *The dispensable nation: American foreign policy in retreat*. New York: Knopf Publishing Group. ISBN 9780345802576.
5. Schanzer, J. (2013). *State of failure: Yasser Arafat, Mahmoud Abbas, and the unmaking of the Palestinian state*. New York: Palgrave MacMillan. ISBN 9781137278241.
6. Scott, J.C. (2009). *The art of "not" being governed: An anarchist history of upland Southeast Asia*. New Haven, CT: Yale University Press. ISBN 9780300152289.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### Assignments, Grading and Due Dates:

#### Research Paper:

The course will also require a research paper of roughly ten pages, double-spaced, with footnotes or endnotes and a bibliography. While students writing the paper can use one of the above assigned reading books as a source, as a general rule, students should consult at least five or six other sources for the paper, including articles. Students may pick the topic themselves that relates to the general discussion in class. Students will be offered times at the end of class to discuss with the professor the paper topic they are interested in. **It is important not to take on too difficult a topic** (you only have ten pages to work with), or a topic that is so obscure that finding sources becomes a problem in the time span that exists.

The professor will devote class time to discussions of what sources professional scholars find acceptable. The professor will also discuss the organization of the research paper and how to do footnoting. We will use the Chicago Manual of Style as a guide for the research paper.

**Due Date:**

The paper will be due three weeks after the last day of the course, **August 20, 2017**. It is strongly encouraged that students finish the paper on time as there may be a problem with further enrollment in the program or even funds to pay for the class if the professor is forced to give an “I” for the course grade. If students cannot finish the paper within the three week period, they may take an “I” and finish the paper later. It is customary to give students one year to finish up a course, such as handing in a paper. But students should check with the OU site director to determine how make-ups have an impact on their future enrollment in the program.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. Grading is determined by two important assessments. Since the course is a seminar, there will be a grade assigned for participation (discussion). Part of the reason for assigning students to groups is to get them to give a presentation, which in turn, is fundamental to assigning a grade for discussion. This does involve being prepared to contribute to the discussion by reading the assigned books, or as much of them as possible, before our first meeting. Students are encouraged to become involved in the discussions that the professor introduces in the early lectures as well, and it goes without saying that in a class of this sort, no question or comment is prohibited. Attendance will be taken and used to assess the discussion part of the grading process—in other words; students are expected to be at all meetings unless some crucial problem develops during the week of our meetings.

The major part of the grade will come from the 10 page papers. It is **not** acceptable to hand in a 7 page paper, or one that has enormous margins. The paper will be assessed on the quality of the argument as well as the general presentation of it (sources used, footnoting, paragraph construction, etc.). These will all be discussed in class so that students will know exactly what is expected of them.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Supplemental Readings:****The New World, its People, its Religion, and its Ethnicity.**

- William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State*, 2015.
- Joby Warrick, *Black Flags: The Rise of ISIS*, 2015.
- Charles T. Call, *Building States to Build Peace*, 2008.
- Reza Aslan, *How to Win a Cosmic War: Globalization and the End of the War on Terror*, 2009.
- Santino Fardol, *Southern Sudan and Its Fight for Freedom*, 2006.
- Philip K. Hitti, *The Origins of the Druze People and Religion*, 2007.
- Ruth K. Westheimer and Gil Sedan, *The Olive and the Tree: The Secret Strength of The Druze*, 2007.
- Ahmed Rashid, *Taliban: Militant Islam, Oil, and Fundamentalism in Central Asia*, Yale, 2001.
- Kathleen Jamie, *Among Muslims: Everyday Life on the Frontiers of Pakistan*, Seal, 2002.
- Sarah Chayes, *The Punishment of Virtue*, Portobello, 2006.
- M. J. Gohari, *The Taliban: Ascent to Power*, 1999.
- Faisal Devji, *The Terrorist in Search of Humanity*, Cornell University Press, 2008. *Landscapes and the Jihad: Militancy, Morality and Modernity*, Cornell, 2005
- Peter Mandaville, *Global Political Islam*, Routledge, 2007. *Meaning and International Relations*, Routledge, 2003.
- Joseph Chinyong Liow, *Piety and Politics: Islamism in Contemporary Malaysia*, 2009.
- Aini Linjakumpu, *Political Islam in the Global World*, Reading, 2008.
- Mahammed Ayoob, *The Many Faces of Political Islam: Religion and Politics in the Muslim World*, 2008.
- Sarah Chayes, *The Punishment of Virtue (Women in Afghanistan)*, 2006.
- Christiane Bird, *A Thousand Sighs, A Thousand Revolts: Journeys in Kurdistan*, 2005.

- David McDowall, *A Modern History of the Kurds*
- Bassam Tibi, *Political Islam, World Politics and Europe: Democratic Peace and Euro-Islam Versus Global Jihad*, Routledge, 2008.
- M. Hakan Yavuz, *Islamic Political Identity in Turkey*, 2005.
- Christopher s. Bond and Lewis M. Simons, *The Next Front: Southeast Asia and the Road to Global Peace with Islam*, 2009.
- Madawi Al-Rasheed, *Kingdom Without Borders: Saudi Political, Religious, and Media Frontiers*, Columbia University Press, 2008.
- Leonard Weinberg, *Democratic Response to Terrorism*, Routledge, 2008.
- Shahram Akbarzadeh, *Islam and Political Violence: Muslim Diaspora and Radicalism in The West*, tauris Academic, 2007.
- John Esposito, *Asian Islam in the 21<sup>st</sup> Century*, Oxford, 2007.
- Charles MacDonald, *Kurdish Identity: Human Rights and Political Status*, Florida, 2007.
- M. Hakan Yavuz, *The Emergence of New Turkey: Democracy and the AK Parti*, Utah, 2006.
- Juan Cole, *Engaging the Muslim World*, 2007.
- Robert D. Crews, *The Taliban and the Crisis of Afghanistan*, Harvard, 2008.
- Maya Shatzmiller, *Nationalism and Minority Identities in Islamic Societies*, 2005.
- Robert Gleave, *religion and Society in Qajar, Iran*, Routledge, 2005.
- Francis Mading Deng, *The Dinka of the Sudan*, 1972.
- Kamaladevi Chattopadhyaya, *Tribalism in India*, 1978.
- Isabel Fonseca, *Bury Me Standing: the Gypsies and Their Journey*, 1996.

#### **General Studies of Globalism and Current World Problems:**

- Liaquat Ahamed, *Lords of Finance: The Bankers Who Broke the World*, Penguin, 2009.
- June Grasso, Jay Corrin, and Michael Kort, *Modernization and Revolution in China*, M. E. Sharpe, 2008.
- Mohammed Ayoub, *The Many Faces of Political Islam: Religion and Politics in the Muslim World*, Michigan, 2009.
- Paul Collier, *Wars, Guns and Votes: Democracy in Dangerous Places*, Harpers, 2009.
- George Cooper, *The Origins of Financial Crises: Central Banks, Credit Bubbles and the Efficient Market Fallacy*, Vintage, 2008.
- Niall Ferguson, *The Ascent of Money: A Financial History of the World*, Penguin, 2008.
- Peter Mandaville, *Meaning and International Relations*, Routledge, 2003.
- Pietra Rivoli, *The Travels of a T-Shirt in the Global Economy: An Economists Examines The Markets, Powers, & Politics of the World*, Wiley, 2005.
- Robert Shapiro, *How Superpowers, Populations and Globalization Will change the Way - How the Rise of the Next Superpower Challenges Your Live and Work*, 2008.
- Richard Saull, *The Cold War and After: Capitalism, Revolution and Superpower Politics*, 2007.
- Joseph W. Esherick, Paul G. Pickowicz, and Andrew G. Walder, *The Chinese Cultural Revolution as History*, Stanford, 2006.
- Sulamith Heins Potter and Jack M. Potter, *China's Peasants: The Anthropology of a Revolution*, Cambridge, 1990.
- Anthony Mason, *China the New Superpower*, 2008.
- Edward A. Kolodziej and Roger E. Kanet, *From Superpower to Besieged Global Power: Restoring World Order After the Failure of the Bush Doctrine*, 2008.
- Ted C. Fishman, *China Inc.: America*, 2006.
- Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing*, 2005.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Gary Clayton Anderson**  
George Lynn Cross Research Professor

### Education

- 1978 PHD, University of Toledo
- 1972 MA, University of South Dakota
- 1971 BA/BS Concordia College, Moorhead, Minnesota

### Current Positions

- Advanced Programs Professor since 2002
- George Lynn Cross Research Professor of History, University of Oklahoma, 1991-

### Frequently Taught Advanced Programs Courses

- HIST 6200 Episodes in American Foreign Policy: the Mexican, Russian and Cuban Revolutions
- HIST 6200 Seminar in European History: War Crimes, Ethnic Cleansing, and Genocide in the Modern World
- HIST 6600 Seminar in Middle Eastern History: Stateless People

### Major Areas of Teaching and Research Interest

- Western and American Indian History
- Latin America and Diplomatic History

### Representative Publications and Presentations

Author of ten major books and several dozen articles. The most recent is *Ethnic Cleansing and the Indian: The Crime That Should Haunt America*, 2014. The instructors most noted book is *The Conquest of Texas: Ethnic Cleansing in the Promised Land, 1820-1875* (Norman: University of Oklahoma Press, 2005).

### Representative Honors and Awards Received

The Conquest of Texas was awarded three prizes:

1. It was “a Finalists” for the Pulitzer Prize, which means that it was one of the final twenty-five books read by the committee (out of 2,000 which were submitted).
2. The book was selected as the “Best Book on Texas History” by the San Antonio Conservation Society
3. The book received “An Award of Merit” from the Texas State Historical Association

### Major Professional Affiliations

- Organization of American Historians
- Western History Association
- American Society for Ethnohistory