

**HISTORY 418/518
CENTRAL ASIA and AFGHANISTAN, TWENTIETH CENTURY**

Course Syllabus, Spring 2012

Dr. Ali İGMEN, CSULB

Monday 6:30-9:15 p.m.

LA2-104

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Office hours: **Mon 3:30-5:30 p.m. and Tue 10:00 a.m.-12:00 p.m.**

IMPORTANT NOTICE for HISTORY MAJORS:

The History Department now requires majors to move through a sequence of courses that begins with History 301, is followed by History 302, and culminates in a senior seminar (History 499) that matches one of the areas of concentration they have chosen for the major. History 499 must be taken in the student's last semester of work or after 18 units of upper-division work in the major. Those 18 units must include at least 6 units, that is, two courses, in the concentration of the History 499 being taken. Students in History 499 are required to assemble a portfolio that contains their work in upper-division history courses. This portfolio is designed to enable students to show development in the major and mastery of key analytical, mechanical, and presentation skills. As part of this process, history majors (or prospective history majors) should save all work from upper-division history courses for eventual inclusion in this portfolio. For portfolio guidelines, see www.csulb.edu/history. For questions and/or advising about the portfolio, contact Dr. Sharlene Sayegh, ssayeghc@csulb.edu.

CONTENT AND OBJECTIVES:

This course is an introduction to the history of the spread of Islam, Mongol invasions, Russian and European colonial domination, and reform and revolution in Central Asia and Afghanistan. The main objective of this survey is to familiarize you with the history of the rich ethnic and religious communities in the region. The chronological emphasis begins with the emergence of Turkic and Mongol tribes, which lead to Chingiz Khan's campaigns during the thirteenth century, and concludes with the end of the imperial and colonial era of the early twentieth century. The survey examines the history of change and continuity in the Persian, Pashtun and Turkic-speaking lands. The reform attempts among the Muslim peoples of the Russian Empire and Afghanistan revealed a dynamic process. The Russian Empire and its Muslim subjects together initiated change and evolution. This course will address the debates and struggles between the empire and its subjects.

This course meets one of the core requirements of the Middle Eastern Studies Minor and the Middle East/Africa area of concentration in the History major. (Please see the Director Hourı Berberian or me if you are interested in pursuing the minor.)

EXPECTED OUTCOMES:

Upon successful completion of the course, the student will be able to:

1. Evaluate the social, intellectual, political, and economic history of the region,
2. Demonstrate a better understanding of the significance of Islam to the region,
3. Assess the complexity of the region in terms of gender, ethnicity, and religion,
4. Develop the skill to place Central Asia and Afghanistan in world context,
5. Acquire further interest in the history of the Central Asia and Afghanistan,
6. Utilize primary and secondary sources in order to help gain a better grasp of the region and period,
7. Learn to produce original materials, demonstrating scholarly oral and written skills,
8. Gain the skills to use conceptual methods such as periodization and interpretation
9. Think critically about the readings, lectures and peer comments,
10. Improve oral and written communication skills with peers and professors.

All of these outcomes will be assessed by two exams, weekly class discussions, a primary source review, a final essay and oral presentations. See the specific assignments below.

THE SIGNIFICANCE OF THE SYLLABUS

The syllabus is REQUIRED reading. If and when you have any questions, you must refer to it. Do not hesitate to contact me if the syllabus does not answer your questions satisfactorily. Enrollment in this course implies acceptance of all rules, policies and requirements of this class. The syllabus serves as your contract for the course. I reserve the right to make small changes to this syllabus in accordance with the specifics of the class dynamic.

ORGANIZATION AND REQUIREMENTS

I will expect you to complete all the assigned readings for the day, before you come to class. You should be prepared to discuss the readings and participate in all the class discussions. All the written assignments are due at the end of class. **I will deduct points for late papers. To pass the class, you will complete all the assignments. Failure to complete any of these components means that you will fail the course.**

INCOMPLETE

Taking an incomplete is strongly discouraged and rarely granted. I will give incompletes only if there is a case of documented family or medical emergency (see below). In those cases, University policy states that at least 2/3 of course assignments must have been completed for an incomplete to be granted. **For incompletes, you must make arrangements with me in advance.**

MAKE-UP POLICY

You **must** contact me if a conflict arises that will prevent you from attending class. You may make up a missed exam or assignment only if you have an excused absence and approval from me.

TARDINESS

Consistent tardiness will not be acceptable and will result in a grade deduction. You need to let me know ahead of time if you are going to be late. If you are late to class **beyond 20 minutes** of class time, I will **consider you absent** for the day.

POLICY ON ATTENDANCE AND ABSENCES

Attendance is required. Missing more than **five** lectures will have a negative effect on your grade. I am not obligated to consider other absences except the following **excused absences**: including illness or injury to the student; death, injury, or serious illness of an immediate family member or the like; religious reasons (California Education Code section 89320); jury duty or government obligation; university sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips.) If in doubt, please read the CSULB attendance policy: <http://www.csulb.edu/~senate/Policies/01-01.html>. **Please contact me immediately if you need to be absent. If I do not hear from you, I will consider your absence unexcused.**

CLASSROOM ETIQUETTE

I will not allow reading of extraneous materials, listening to headsets, private conversations between students and talking on cell phones. **PLEASE TURN OFF CELL PHONES, PAGERS AND OTHER DISTRACTIONS!**

LAPTOP USE

You may use your laptops **ONLY** to take notes.

EMAIL COMMUNICATION

Make sure you have your **csulb.edu** email directed toward your preferred email address in order to receive class news. It is your responsibility to make the appropriate change.

ACCOMODATION

It is the student's responsibility to notify me in advance of the need for accommodation of a **disability**.

POLICY ON CHEATING AND PLAGIARISM

Plagiarism is presenting the work, ideas, or words of another person, including one of your peers, or a web site as one's own. It is your responsibility to read **the section on cheating and plagiarism in the CSULB catalog**. I am obligated to follow these strict rules. **Please talk to me if you have any questions about giving proper credit to other people's work and academic integrity.** A single instance of cheating and plagiarism will result, at the very least, in a failing grade for that assignment. Depending on the severity of the case, other consequences may include a failing grade for the class, regardless of performance on other assignments, and further disciplinary actions, including suspension and expulsion, based on University policy as summarized in the Schedule of Classes. (**Graduate students** will be held to an even higher standard. A single act of cheating or plagiarism will result in a failing grade in the course, regardless of other graded course assignments.) **While all written work must be exclusively your work, you may study and prepare together.**

WITHDRAWAL POLICY

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in these categories involve total withdrawal from the university. (However, drops at this time are not generally approved except in cases of accident or serious illness.)

GRADING

A = 93-100 A-= 90-92
B+= 87-89, B = 83-86, B-= 80-82
C+= 77-79, C = 73-76, C-= 70-72
D = 60-69
F = 0-59

STUDENT SERVICES

If you need help with written assignments or require guidance on note-taking and critical reading, please take advantage of the **History Graduate Assistant (GA) Writing Tutor Program**. Our graduate assistants are going to have office hours every day. The GAs will provide verification forms to attach to your papers. These forms will ensure that your writing needs are properly met in order for you to succeed at the University level. I will announce the GA hours during the second week of the semester.

REQUIRED ASSIGNMENTS

Guidelines for all assignments must be retrieved from **Beach Board**.

You must consult and follow guidelines/instructions for all assignments. Failure to do so will be reflected in your grade.

For guidelines, see www.csulb.edu/history.

- A. Class Participation:** I will expect you to participate in class discussion. **I will call on you.** Simply attending class without participation will be insufficient and will be reflected in grades. If you are too shy to participate, you need to talk to me so that we can make other arrangements to make up for this portion of the grade. For the most part, the themes of this course are current and controversial. There is a great potential of passionate discussion. I will expect you to respond and refer to the topic at hand rather than the individual. In other words, please challenge your peers' view points instead of questioning their personal motives. Please voice your agreements and disagreements respectfully.

- B. Written Responses to the Readings:** I will expect everyone to turn in a **paragraph or two summarizing (no more than 350 words) the readings for the week.** The summary must include the authors' main arguments and some examples that support the arguments. I will collect them at the end of the class.

C. **Exams: Midterm Exam and Final Exam.** Both exams will have three sections:

1. Blank map (10 points)
2. Three identifications (10 points each)
3. Essay (60 points)

I will provide a study guide and a review session a week ahead of the exams.

D. **Writing Assignments:** All written assignments, other than the research proposal and annotated bibliography, must be submitted **in hard copy and electronically to Dropbox in Beachboard** to ensure the authenticity of the presented written work. I will not grade assignments that have not been submitted to Dropbox on the same day that the hard copy is due.

1. **Primary source analysis:** Guidelines are on Beach Board, **4-5 pages.**
2. **Research Paper and the Oral Presentation of the Paper:** You must complete a major research paper (**8 to 10 pages –10 to 15 pages for the graduate students—**with 12-font, double spaced paragraphs and one-inch margins). These papers may be either historiographical or primary-source research. The essay should demonstrate **your own views** on the specific topic at hand. I must approve your topic. You are required to make use of **primary and secondary sources** to construct a **coherent argument** and to substantiate it with **evidence.** The paper must be well-structured and well-written. It must have footnotes and bibliography appropriate to the discipline of history. It must exhibit the ability to integrate material from the lectures, readings and class discussions.

Note that you will present your papers during the last three weeks of the semester. Everyone will have 15 minutes of presentation time.

3. **Graduate students will meet with me separately every week for half an hour. They will need to acquire and demonstrate greater depth of knowledge by producing more analytical and theoretical assignments: a book review, a historiographical essay, and a longer research paper, which includes an annotated bibliography, multiple drafts and a historiography section.**

GRADING PERCENTAGES:

Class Participation	15%
(Graduate students: 20%)	
Primary Source Analysis	10%
(Graduate students: 5% + additional Book Review 5%)	
Midterm Exam	20%
Final Exam	20%
Research Paper	25%
Oral Presentation	10%
(Graduate students: 5%)	

REQUIRED READING

• The Syllabus

- **Grammar and Style Manual** (available at History Department, F02-106). I will use the manual to mark your papers and keep tabs on your improvement in grammar and style. In other words, you **must** consult it when writing
- **Barfield, Thomas.** *Afghanistan: A Cultural and Political History*, Princeton University Press, 2010
- **Khalid, Adeeb.** *Islam after Communism: Religion and Politics in Central Asia*, University of California Press, 2007
- **Roy, Oliver.** *The New Central Asia: The Creation of Nations*, New York University Press, 2007
- **Sahadeo, Jeff and Russell G. Zanca.** *Everyday Life in Central Asia*, Indiana Press University, 2007
- Other **required** readings are available on **Beach Board** and **e-reserve**. The student password for the e-reserve is **cenasia**

See the reading list below:

1. **Abdurakhimova, Nadira A.** (2002) “**The Colonial System of Power in Turkistan,**” *International Journal of Middle Eastern Studies*, 34, 239-262,
2. **Aitmatov, Chingiz** (1962) *Mother Earth*, in *Mother Earth and Other Stories* (1989), translated by James Riordan, 1-105,
3. **Brower, Daniel** (1997) “**Islam and Ethnicity: Russian Colonial Policy in Turkestan,**” in *Russia’s Orient*, Brower, D. R. and E. J. Lazzerini, eds., pp. 115-139,
4. **Campbell, Elena** (2007) “**The Muslim Question in Late Imperial Russia,**” in *Russian Empire: Space, People, Power, 1700-1930*. J. Burbank, M. von Hagen and A. Renmev, eds., pp. 320-348,
5. **Geiss, Paul G.** (Mar 2001) “**Mahallah and Kinship Relations: A Study on Residential Communal Commitment Structures in Central Asia on the 19th century,**” *Central Asian Survey*, 20/1, 97-106,
6. **Ghani, Ashraf.** (Aug 1983) “**Disputes in a Court of Sharia, Kunar Valley, Afghanistan, 1885-1890**” *International Journal of Middle East Studies*, 15/3, 353-367,
7. **Giovarelli, Renée.** (Winter 2012) “**Bridestealing,**” in *r.kv.r.y. quarterly literary journal*, vol. vii, no. 1. <http://www.rkvry.com/essays/279-renee-giovarelli>
8. **Giovarelli, Renée.** “**Fermented Milk,**” <http://www.newletters.org/PDFs/Giovarelli.pdf>
9. **İğmen, Ali.** “**Kyrgyz Houses of Culture, 1920s and 1930s**” in *Reconstructing the Soviet and Eastern European Houses House of Culture*, J. O. Habeck and B. Donahoe, eds., pp. 163-187,
10. **Martin, Virginia** (1997) “**Barimta: Nomadic Custom, Imperial Crime,**” in *Russia’s Orient*, Brower and Lazzerini, 249-271,
11. **Nawid, Senzil** (Nov 1997) “**The State, the Clergy, and British Imperial Policy in Afghanistan during the 19th and Early 20th Centuries**” in *International Journal of Middle East Studies*, 29/4, 581-605,
12. **Zabriskie, Phil** (Feb 2008) “**Hazaras: Afghanistan’s Outsiders,**” *National Geographic Magazine*, <http://ngm.nationalgeographic.com/2008/02/afghanistan-hazara/phil-zabriskie-text.html>

WEEKLY SCHEDULE:

Week 1: (January 23) Peoples of Central Asia and Afghanistan

- Reading:
 1. **Sahadeo & Zanca:** chapter 9 by Greta Uehling

Week 2: (January 30) Russian domination

- Reading:
 2. **Khalid:** introduction, and chapters 1 & 2
 3. **Roy:** introduction, and chapters 1, 2 & 3
 4. **Sahadeo & Zanca:** introduction to **Part 1**
 5. **Sahadeo & Zanca:** chapter 1 by Scott Levi

Week 3: (February 6) Colonialism in Central Asia

- Reading:
 1. **Abdurakhimova:** “The Colonial System of Power in Turkistan”
 2. **Brower:** “Islam and Ethnicity: Russian Colonial Policy in Turkestan”
 3. **Campbell:** “The Muslim Question in Late Imperial Russia”
 4. **Sahadeo & Zanca:** chapter 17 by Victoria Clement

Week 4: (February 13) Communities and identities

- Reading:
 1. **Geiss:** “*Mahallah* and Kinship Relations: A Study on Residential Communal Commitment Structures in Central Asia on the 19th century”
 2. **Sahadeo & Zanca:** introduction to **Part 2**
 3. **Sahadeo & Zanca:** chapter 2 by Adrienne Edgar
 4. **Sahadeo & Zanca:** chapter 5 by Morgan Y. Liu

Week 5: (February 20) The Kazakhs and other significant groups of the steppe

- Reading:
 1. **Martin:** “Barimta: Nomadic Custom, Imperial Crime”
 2. **Sahadeo & Zanca:** chapter 10 by Paula A. Michaels
 3. **Sahadeo & Zanca:** chapter 14 by Michael Rouland
 4. **Sahadeo & Zanca:** chapter 21 by Sean Roberts

Week 6: (February 27) Soviet and post-Soviet identities

- Reading:
 1. **Khalid:** chapter 3
 2. **Roy:** chapter 4
 3. **Sahadeo & Zanca:** introduction to **Part 5**
 4. **Sahadeo & Zanca:** chapter 15 by Kelly McMann
 5. **Sahadeo & Zanca:** chapter 16 by Shoshana Keller

Week 7: (March 5) Afghanistan: tribal structures

- Reading:
 1. **Barfield:** introduction and chapter 1,
 2. **Nawid:** “The State, the Clergy, and British Imperial Policy in Afghanistan during the 19th and Early 20th Centuries,”
 3. **Ghani:** “Disputes in a Court of Sharia, Kunar Valley, Afghanistan, 1885-1890,”

Week 8: (March 12) Pre-modern Afghanistan and “modern” Kyrgyzstan?

- Reading:
 1. **Barfield:** chapter 2,
 2. **Zabriskie:** “Hazaras: Afghanistan’s Outsiders” (available online)
 3. **Giovarelli:** “Fermented Milk”
 4. **Giovarelli:** “Bridestealing”

Week 9: (March 19) Kyrgyzstan in Aitmatov’s imagination and beyond

- Reading:
 1. **Aitmatov:** *Mother Earth*
 2. **İğmen,** “Kyrgyz Houses of Culture, 1920s and 1930s”
 3. **Sahadeo & Zanca:** chapters 3 & 4 by Robert **Canfield**
 4. **Sahadeo & Zanca:** chapter 18 by Madeleine **Reeves**
- **MIDTERM EXAM**

*****SPRING RECESS: MARCH 26-30*****

Week 10: (April 2) Soviet and Post-Soviet concepts of gender, ethnicity and nationality

- Reading:
 1. **Sahadeo & Zanca:** introduction to **Part 3**
 2. **Sahadeo & Zanca:** chapter 6 by Douglas **Northrop**
 3. **Sahadeo & Zanca:** chapter 7 by Marianne **Kamp**
 4. **Sahadeo & Zanca:** chapter 8 by Elizabeth **Constantine**
 5. **Sahadeo & Zanca:** chapter 11 by Peter **Finke** and Meltem **Sancak**

Week 11: (April 9) Muslim and other solidarity groups

- Reading:
 1. **Khalid:** chapter 4
 2. **Roy:** chapters 5 & 6
 3. **Sahadeo & Zanca:** introduction to **Part 6**
 4. **Sahadeo & Zanca:** chapter 19 by Eric **McGlinchey**
 5. **Sahadeo & Zanca:** chapter 20 by David **Abramson** and Elyor **Karimov**
 6. **Sahadeo & Zanca:** chapter 23 by Sebastien **Peyrouse**

Week 12: (April 16) Afghanistan during the Anglo-Afghan Wars

- Reading:
 1. **Barfield:** chapter 3

Week 13: (April 23) Afghanistan's twentieth century

- Reading:
 1. **Barfield:** chapter 4

Week 14: (April 30) Islam, communism and opposition

- Reading:
 1. **Khalid:** chapters 5 & 6
 2. **Roy:** chapters 7 & 8
 3. **Sahadeo & Zanca:** chapter 22 by David Montgomery
- **Oral Presentations**

Week 15: (May 7) Independence and nationalism in Central Asia

- Reading:
 1. **Khalid:** chapters 7 and conclusion
 2. **Roy:** chapters 9 and 10
 3. **Barfield:** chapters 5 & 6
 4. **Sahadeo & Zanca:** introduction to **Part 4**
 5. **Sahadeo & Zanca:** chapter 12 by Russell Zanca
 6. **Sahadeo & Zanca:** chapter 13 by Laura Adams
- **Oral Presentations**

Week 16: (May 14) Exam Week

- **FINAL EXAM: 7:15-9:15 p.m.**

DUE DATES

February 6*: By or on this date meet with me during my office hours to discuss possible research paper topics

February 20*: Research paper topics are due in class (one or two paragraphs)

March 19: Midterm Exam

April 2: Primary source analysis

April 9*: Research paper proposal and bibliography (annotated for graduate students)

April 23*: Paper Draft

April 30 and May 7: Oral Presentations

May 7: Research Paper

May 14: Final Exam, 7:15-9:15 p.m.

***Please note that I will not accept a final paper unless all of these requirements have been met in a timely manner.**