

## **ANTH 3388: WARFARE AND VIOLENCE**

**May Term 2016 (May 12 - 26)**

**Dr. Justin Jon Rudelson PhD (Visiting Instructor)**

**Classroom TBD**

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### **COURSE DESCRIPTION**

This course examines Warfare and Violence from an Anthropological perspective through the case study of America's longest war, the global War on Terror launched by Pres. George W. Bush in response to the 9/11 World Trade Center attacks of 2001. The aim of this war was to destroy al-Qaeda and Osama bin-Laden's jihadist base in Afghanistan, crush the Afghanistan's jihadist Taliban regime, and remove Saddam Hussein the leader of Iraq, a country proclaimed by George W. Bush to be a member of "the Axis of Evil." The ultimate intention of the US was to create democratic governments that would serve as a models for the undemocratic and military regimes in the Middle East. Instead, the US war on terror and its lack of comprehensive response to the Arab Spring has led to a power vacuum giving birth to ISIS (also known as ISIL, DAESH, and the Islamic State) the most powerful jihadist militant group the contemporary world has ever seen. This course will examine warfare and violence and related key anthropological theories and questions used to understand them through a case study of contemporary Jihadists in the modern world. It focuses on the rise of the Taliban, al-Qaeda, and more pressingly ISIS with its attempt to establish itself as the leader of a worldwide terrorist Islamic movement that threatens the West and the rest of the world.

### **INSTRUCTOR BIOGRAPHY**

Dr. Justin Jon Rudelson is a Harvard-trained PhD anthropologist of China and Central Asia who is the first to conduct fieldwork along China's Silk Road among the majority Uyghur Turkic Muslims of the Xinjiang region. After 9/11 a group of Uyghurs composed China's only internationally recognized terrorist organization. Rudelson was a Senior Lecturer at Dartmouth College where he taught Chinese language from 2005-2011, along with courses on Warfare in Afghanistan, and "Sex, Death and Identity in Modern China" a course on the devastating impact China's rapid economic change on Chinese society. He was deputy director of the Central Asia-Caucasus Institute at Johns Hopkins-SAIS and director of the Institute for Global Chinese Affairs at the University of Maryland. He is currently a visiting lecturer in SMU's Department of Anthropology and an Adjunct Professor in SMU's Master of Liberal Studies program.

## **LEARNING OUTCOMES AND PERFORMANCE OBJECTIVES**

Students who take this course:

- **will gain an understanding of the various disciplinary approaches to the study of conflict, violence, and war, notably those of anthropology, political science, sociology, economics, and psychology.**
- **will be able to analyze different theoretical and interpretive perspectives to understand the impact of warfare and violence on individuals, societies and cultures.**
- **will gain stronger global engagement with respect to issues related to global systems, nation states, militant and religious nationalist movements, violent extremism, and terrorism.**
- **will be able to think theoretically and critically about the diverse responses to the legacy of nationalist and religious ideologies, colonialism, and orientalism, and their impact on the cultural, social, historical conditions of personal and group identity formation.**
- **will gain an understanding of the underlying values, beliefs, or practices central to warfare and violence among the world's peoples.**
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## **COURSE FORMAT**

This class will meet daily for lecture, discussion and film viewing. Each day will begin with a quick 5-minute Index Card quiz based on the previous night's readings. The class meetings will be a mix of lecture, film and discussions based on the reading materials assigned for each day. Students are expected to read and prepare five readings the night before class to discuss and debate the material. Each day is divided into two segments, separated by a break. We begin with a lecture on the theoretical frame of the day's meeting topic, then we discuss and debate the first three class articles and view films related to the daily class theme. After the break we continue our discussion and debate of the last two articles. At the end of class, we will discuss the essay for each night's homework and the professor will introduce our next day's class articles before dismissal.

## **REQUIRED TEXTS AND READINGS**

### **TEXTS**

- a) Hall, Benjamin. 2015. ISIS: The Brutal Rise of a Terrorist Army
- b) Kleveman, Lutz. 2003. The New Great Game: Blood and Oil in Central Asia.
- c) Rashid, Ahmed. 2010. Descent into Chaos
- d) Rudelson, Justin Jon. 1997. Oasis Identities: Uyghur Nationalism along China's Silk Road.
- e) Articles available on Blackboard (listed as BB)

## **COURSE EVALUATION**

This course will have daily short Index Card quizzes, homework each day consisting of a comparative 2-page essay based on the daily class readings. The homework essays, the final exam, and class participate each comprise 30% of the final grade, with the Index Card quizzes composing 10% of the final grade.

### **GRADING**

93-100 = A Superior A / outstanding performance. Has mastered the concepts  
88-92 = A- Exceptional performance. Displays understanding in all  
85-87 = B+ Excellent performance. A few insignificant flaws may appear,  
82-84 = B Good performance.  
79-81 = B- Adequate performance.  
72-78 = C Insufficient performance.  
65-72 = D An unacceptable performance  
0-64 = F Failure to perform.

## **FINAL GRADE EVALUATION**

The final grade is based on class participation, index card quizzes, two-page essays each day for homework, and a final exam.

|   |                                 |
|---|---------------------------------|
| <b>Daily Index card quizzes</b>   | <b>10% (Each class meeting)</b> |
| <b>Daily discussion questions/<br/>and class discussion participation</b> | <b>30% (Each class meeting)</b> |
| <b>Daily two-page comparative Essays</b>                                  | <b>30% (Each class meeting)</b> |
| <b>Final Exam</b>   | <b>30%</b>                      |
| <b>No Extra Credit is offered.</b>  |                                 |

### **CLASS PARTICIPATION (30%)**

Students are expected to attend class each day and come prepared for discussions by reading the assignments the night before they are examined in class. The grade for class participation draws on the demonstrated ability to do the following six things: to verbalize knowledge of assigned readings, to integrate information across several sources, to answer questions asked by the instructor and other students, to contribute spontaneously information and shared experiences, to ask questions of other students regarding their analysis of reading and discussion, to participate in class and small group discussions. Essays posted late in "Assignments" section on Blackboard will be graded down by 10 points out of 100 for each 24 hour period that they are late.

### **COURSE MEETING SCHEDULE**

#### **Thurs May 12: America's War on Terror-The Past as Present**

##### **Map Exercise**

**Theoretical Frame: Margaret Mead (1990) "Warfare is Only an Invention – Not a Biological Necessity," In The Dolphin Reader (2nd edition). Douglas Hunt (ed). Boston: Houghton Mifflin. pp. 415-421.**

- 1) Kleveman, Lutz. 2003. The New Great Game. Pp. 165-198, 234-254, 255-264
- 2) Braudel, Fernand. 2009. "History and the Social Sciences" *The Longue Duree.*, trans. by Immanuel Wallerstein. *Review* 32 (2), pp. 171-203.

##### **Film:**

- 3) Bureau of South and Central Asian Affairs, US Dept of State (Oct 31, 2014), "US Relations with Afghanistan," <http://www.state.gov/r/pa/ei/bgn/5380.htm#foreign>
- 4) Warnock, John W. 2008. "Afghanistan as a Failed State?" in Creating a Failed State: The US and Canada in Afghanistan. Nova Scotia, Canada: Fernwood Publishing, pp. 21-39.

#### **Friday May 13: The New Great Game**

**Theoretical Frame: Richards, Paul (2005) "New War: An Ethnographic Approach" in No Peace, No War: An Anthropology of Contemporary Armed Conflicts. Ohio University Press.**

- 1) Rashid, Ahmed. 2010. Descent into Chaos. "Imperial Overreach and Nation Building," pp. xxxvii- LVII, 3-43
- 2) Kleveman, Lutz. 2004. "The New 'Great Game'," *The Nation*, February 16, 2004, pp. 11-14

##### **Film:**

- 3) Kleveman, Lutz. 2003. The New Great Game. pp. 1-10, 199-233, 96-115
- 4) Rasizade, Alec. 2002. "The Specter of a New "Great Game" in Central Asia. Foreign Service Journal, November 2002, pp. 48-52.

### **Monday May 16: The Afghanistan Vortex:**

#### **The British, the Russians, and America's New Great Game**

**Theoretical Frame:** Olcott, Martha Brill and Bakhtiyar Babajanov (2009) "The Terrorist Notebooks," Foreign Policy.com, (11/4)

- 1) Marsden, Peter. 2009. Afghanistan: Aid, Armies and Empires, pp. 1-63
- 2) Rashid, Ahmed. 2010. "Attack: Retaliation and Invasion," Descent into Chaos. "Attack: Retaliation and Invasion," pp. 61-83;

**Film:**

- 3) Kleveman, Lutz. 2003. The New Great Game. pp. 116-143, 74-95
- 4) Rashid, Ahmed. 2010. "Who Lost Uzbekistan", Descent into Chaos. "Who Lost Uzbekistan", pp. 338-348

### **Tuesday May 17: Taliban, al-Qaeda and Jihad in Afghanistan**

**Theoretical Frame:** Goody, Jack. (2002). "What is a Terrorist?" History and Anthropology. 13(2): 139-143.

- 1) Rashid, Ahmed. 2010. "Taliban Resurgent," Descent into Chaos. p. 240-261,
- 2) Rashid, Ahmed. 2010. "The Taliban Offensive" Descent into Chaos. pp. 349-373

**Film:**

- 3) Rashid, Ahmed. 2010. "The One-Billion-Dollar Warlords," Descent into Chaos. pp. 125-144.  
Laub, Zachary. July 4, 2014. Council on Foreign Relations. "The Taliban in Afghanistan." <http://www.cfr.org/afghanistan/taliban-afghanistan/p10551>
- 4) Rashid, Ahmed. 2010. "Drugs and Thugs." Descent into Chaos, pp. 317-337

### **Wednesday May 18: WEEK 6: A Uyghur Jihad in China?**

**Theoretical Frame:** Paul Farmer. "On Suffering and Structural Violence: A View from Below." Daedalus. Vol. 125. 1996. pp. 261-283.

- 1) Rudelson, Justin. 1997. Oasis Identities, pp. 97-175.
- 2) Periere, Kenneth George. 2006. "Jihad in China? The Rise of the East Turkestan Islamic Movement, pp. 1-3.

**Film:**

- 3) Gunaratna, Rohan and K. G. Periere. 2006. "An Al-Qaeda Associate Groups Operating in China?" China and Eurasia Forum Quarterly, Volume 4, No. 2, pp. 55-61.
- 4) Drennan, Justine. 2015 "Is China Making Its Own Problem Worse?" Foreign Policy.com (2/9)

**Thursday May 19: Oasis Identities: How the Xinjiang Uyghurs Landed in Gitmo**

**Theoretical Frame: Bright, M., and F. Alam 2003 "The Making of a Martyr: from Pacifism to Jihad." The Observer, Sunday, May 4, 2003.**

- 1) Rudelson, Justin. 1997. Oasis Identities, pp. 1-96.
- 2) Rudelson, Justin and William Jankowiak. 2004. "Acculturation and Resistance: Identities in Flux," in Xinjiang: China's Muslim Borderland. New York, M. E. Sharpe

**Film:**

- 3) Van Wie Davis, Elizabeth. 2008. "Uyghur Muslim Ethnic Separatism in Xinjiang, China," Asian Affairs (Pacific Center for Security Studies--US Department of Defense), pp. 15-29.
- 4) Rashid, Ahmed. 2010. "America Shows the Way: The Disappeared and the Rendered." Descent into Chaos, pp. 293-316

**Friday May 20: The Pakistan Powder Keg**

**Theoretical Frame: Gledhill, John 1999 Official Masks and Shadow Powers: Towards an Anthropology of the Dark Side of the State. Urban Anthropology 28 (3-4): 199-251.**

- 1) Narayanan, Sripathi. 2010. "Pakistan and Afghanistan: Understanding Islamabad's Policies and Strategies," Institute of Peace and Conflict Studies (Special Report, No 94), New Delhi, India, pp. 1-12.
- 2) Rashid, Ahmed. 2010. "A Nuclear State of Mind: India, Pakistan, and the War of Permanent Instability," Descent into Chaos, pp. 109-124.

**Film:**

- 3) Rashid, Ahmed. 2010. "Double-Dealing with Islamic Extremism: Al Qaeda and the Taliban in Pakistan", Descent into Chaos, pp. 219-239
- 4) Rashid, Ahmed. 2010. "Al Qaeda's Bolt-Hole: Pakistan's Tribal Areas," Descent into Chaos, pp. 265-292,

### **Monday May 23: Iran in Afghanistan's Future of**

**Theoretical Frame:** Rene Girard, "Violence and the Sacred," from Bruce B. Lawrence and Aisha Karim, On Violence, pp. 334-350.

- 1) Bruno, Greg and Lionel Beehner. 2009. "Iran and the Future of Afghanistan" Council on Foreign Relations (March 30, 2009). On Internet:

[http://www.cfr.org/publication/13578/iran\\_and\\_the\\_future\\_of\\_afghanistan.html](http://www.cfr.org/publication/13578/iran_and_the_future_of_afghanistan.html)

- 2) Perry, Elise. 2010. "The Rise of Shi'ism in Iran." Cross-section (Vol VI), pp. 121-137.

#### **Film:**

- 3) Kleveman, Lutz. 2003. "Persian Trump Card: Iran," The New Great Game, pp. 116-143.
- 4) Shelala II, Robert M., Nori Kasting, and Anthony H. Cordesman. 2013. "US and Iranian Strategic Competition: The Impact of Afghanistan, Pakistan, India, and Central Asia." CSIS, pp. 1-66.

### **Tuesday May 24: ISIS vs. Al-Qaeda: The Resurrection of the Califate**

**Theoretical Frame:** Pape, Robert A. (2003). "The Strategic Logic of Suicide Terrorism." American Political Science Review, 97(3): 343-361.

- 1) Hall, Benjamin. 2015. Inside ISIS The Brutal Rise of a Terrorist Army.
- 2) Zelin, Aaron Y. 2014. "The War between ISIS and al-Qaeda for Supremacy of the Global Jihadist Movement." Research Notes (The Washington Institute for Near East Policy. Number 20 — June 2014, pp. 1-12)

#### **Film:**

- 3) Woodrow Wilson Center Middle East Program. 2014 (August). "Barbarians: ISIS's Mortal Threat to Women." Viewpoints, No. 60, p. 1-13)
- 4) Islamic State ISIS (1435 Dhul-Hijjah) DABIQ (2013 Issue 4). The Clarion Project.

### **Wednesday May 25 The Future of the Islamic State's Resurrected Califate:**

#### **The 1,400 year dream?**

**Theoretical Frame:** Juergensmeyer, Mark (2013) "Religious Terror and Global War." in Understanding September 11, Craig Calhoun, Paul Price, and Ashley Timmer (eds), New York: The Free Press, pp. 27-40.

- 1) Hall, Benjamin. 2015. ISIS: The Brutal Rise of a Terrorist Army
- 2) Boot. Max. November 2014. "Defeating ISIS." Council on Foreign Relations: Policy Innovation Memorandum No. 51. <http://www.cfr.org/iraq/defeating-isis/p33773>

**Film:** The Act of Killing (<https://www.youtube.com/watch?v=SD5oMxbMcHM>)

- 3) United Nations. 2014. "Rule of Terror: Living Under ISIS in Syria." Report of the Independent International Commission of Inquiry on the Syrian Arab Republic. pp.1-15.
- 4) Laub, Zachary and Jonathan Masters. 2014 (August). "Islamic State in Iraq and Syria." Washington, DC. Council on Foreign Relations.  
<http://www.cfr.org/iraq/islamic-state-iraq-syria/p14811>

### **Thursday May 26: Comprehensive Final Exam**

## **CLASS EXPECTATIONS AND POLICIES**

### **Absences/Missed Assignments**

Absences are excused for a debilitating illness or death in the family and for religious holidays. Notify your teacher before you are absent. Written documentation (i.e., by healthcare provider or funeral director) must be presented upon your prompt return in order to make up any missed work. If you fail to notify your teacher in a timely manner and provide the necessary documentation, you will not be allowed to make up the work. Missed assignments or tests receive a ZERO.

### **Disability Accommodations**

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the term as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

### **Religious Observance**

Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the term, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)



### **Excused Absences for University Extracurricular Activities**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

### **Plagiarism and the University Honor Code**

Plagiarism, cheating, inappropriate consultation of peers or their work, any other form of academic misconduct, and failing to report evidence of others' misconduct are all Honor Code violations. Penalties are outlined in the Honor Code and may include anything from a zero for the assignment to dismissal from school. Students are expected to prepare work and discussion questions independently, cite any work (quote or ideas) that is not their own, submit original work (e.e., not already submitted for any other class), and to neither give nor receive assistance on homework essays). You are not allowed to turn in the same paper written for another class. If you are uncertain about whether an activity or piece of work compromises your academic integrity, you should speak to the professor before turning it in. For information, please visit the Honor Council web site at ([www.smu.edu/honorcouncil](http://www.smu.edu/honorcouncil)).

### **Computers and Cell Phones**

Computers are to be used in class at certain specified times for note taking. All cell phones must be silenced AND put away for class. Students using computers or phones during class to engage in activities not directly connected to our class will be requested to leave and class participation points will be taken off.