

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

|               |                    |                 |             |
|---------------|--------------------|-----------------|-------------|
| Department    | History Department | College/School  | CLA         |
| Prepared by   | Laura Schneider    | Phone           | 7126        |
| Email Contact | llugar@alaska.edu  | Faculty Contact | Walter Skya |

**1. COURSE IDENTIFICATION: As the course now exists.**

|      |      |          |     |                |   |
|------|------|----------|-----|----------------|---|
| Dept | HIST | Course # | 329 | No. of Credits | 3 |
|------|------|----------|-----|----------------|---|

|              |                            |
|--------------|----------------------------|
| COURSE TITLE | History of the Middle East |
|--------------|----------------------------|

**2. ACTION DESIRED:  Check the changes to be made to the existing course.**

|               |                                     |   |             |                          |
|---------------|-------------------------------------|---|-------------|--------------------------|
| Change Course | <input checked="" type="checkbox"/> | If Change, indicate below what is changing. | Drop Course | <input type="checkbox"/> |
|---------------|-------------------------------------|---|-------------|--------------------------|

|                |                                     |                       |                                     |                          |                                     |
|----------------|-------------------------------------|-----------------------|-------------------------------------|--------------------------|-------------------------------------|
| NUMBER         | <input checked="" type="checkbox"/> | TITLE                 | <input checked="" type="checkbox"/> | DESCRIPTION              | <input checked="" type="checkbox"/> |
| PREREQUISITES* | <input type="checkbox"/>            | FREQUENCY OF OFFERING |                                     | <input type="checkbox"/> | <input type="checkbox"/>            |

\*Prerequisites will be required before a student is allowed to enroll in the course.

|  |                          |                                |                                   |
|--|--------------------------|--------------------------------|-----------------------------------|
| CREDITS (including credit distribution)        |                          | COURSE CLASSIFICATION          |                                   |
| ADD A STACKED LEVEL (400/600) Include syllabi. | <input type="checkbox"/> | Dept. <input type="checkbox"/> | Course # <input type="checkbox"/> |

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

|                             |                          |                                      |   |
|-----------------------------|--------------------------|--------------------------------------|---|
| ADD NEW CROSS-LISTING       | <input type="checkbox"/> | Dept. & No. <input type="checkbox"/> | Requires approval of both departments and deans involved. Add lines at end of form for additional signatures. |
| STOP EXISTING CROSS-LISTING | <input type="checkbox"/> | Dept. & No. <input type="checkbox"/> | Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.              |
| OTHER (specify)             | <input type="checkbox"/> |                                      |   |

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

|                                       |                            |                            |                            |                            |                            |  |
|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| COURSE FORMAT: (check all that apply) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 weeks to full semester |
|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|

OTHER FORMAT (specify all that apply)

|   |         |
|---|---------|
| Mode of delivery (specify lecture, field trips, labs, etc.) | lecture |
|---|---------|

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

|                |                          |                     |                                     |
|----------------|--------------------------|---------------------|-------------------------------------|
| H = Humanities | <input type="checkbox"/> | S = Social Sciences | <input checked="" type="checkbox"/> |
|----------------|--------------------------|---------------------|-------------------------------------|

|   |     |                          |    |                                     |
|---|-----|--------------------------|----|-------------------------------------|
| Will this course be used to fulfill a requirement for the baccalaureate core? | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
|---|-----|--------------------------|----|-------------------------------------|

IF YES\*, check which core requirements it could be used to fulfill:

|   |                          |   |                          |                           |                          |
|---|--------------------------|---|--------------------------|---------------------------|--------------------------|
| O = Oral Intensive,<br>*Format 6 also submitted | <input type="checkbox"/> | W = Writing Intensive,<br>*Format 7 submitted | <input type="checkbox"/> | X = Baccalaureate<br>Core | <input type="checkbox"/> |
|---|--------------------------|---|--------------------------|---------------------------|--------------------------|

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

|     |                          |    |                                     |
|-----|--------------------------|----|-------------------------------------|
| YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
|-----|--------------------------|----|-------------------------------------|

5. **COURSE REPEATABILITY:**

|                                       |     |                          |    |                                     |
|---------------------------------------|-----|--------------------------|----|-------------------------------------|
| Is this course repeatable for credit? | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
|---------------------------------------|-----|--------------------------|----|-------------------------------------|

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

|  |
|--|
|  |
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|   |                          |       |
|---|--------------------------|-------|
| How many times may the course be repeated for credit? | <input type="checkbox"/> | TIMES |
|---|--------------------------|-------|

|  |                          |         |
|--|--------------------------|---------|
| If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? | <input type="checkbox"/> | CREDITS |
|--|--------------------------|---------|

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in ~~assessing Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

|   |
|---|
| <p><b>HIST F329</b>            <b>History of the Middle East (s)</b><br/> <b>3 Credits</b>            Offered As Demand Warrants<br/>                 General survey of the Middle East from the rise of Islam to contemporary conditions. Includes classical Islam, the decline of the Ottoman Empire, modernization, European colonial influences, the Arab-Israeli conflict, political movements within the Islamic world, the position of women in Middle Eastern societies, petroleum politics and explorations of Middle Eastern culture. <b>Recommended: HIST F100X.</b> (3+0)</p> |
|---|

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

|   |
|---|
| <p><b>HIST F329 F429</b>            <b>History of the Modern Middle East (s)</b><br/> <b>3 Credits</b>            Offered As Demand Warrants<br/>                 General <del>survey of the Middle East from the rise of Islam to contemporary conditions. Includes classical Islam, the decline of the Ottoman Empire, modernization, European colonial influences, the Arab-Israeli conflict, political movements within the Islamic world, the position of women in Middle Eastern societies, petroleum politics and explorations of Middle Eastern culture.</del> <u>Advanced survey of the modern Middle East from the 19th century to the present. It will focus on the birth of the modern Middle Eastern states out of the collapse of the</u></p> |
|---|

Ottoman Empire and the Qajar Dynasty, and the impact of Western colonial powers on Middle Eastern societies and culture. Special attention will be given to the birth of modern secular Turkey, Egypt under military governments for the past half-century, and the Iranian Revolution of 1979. The partition of Palestine, the origins of the Jewish state, and the impact of the on-going Israeli-Palestinian conflict on the political dynamics of the entire Islamic world will also be carefully examined. The contestation between secular nationalisms and religious nationalisms as well as trans-national Islamic movements will also be given special attention. The impact of radical Islam on the other non-Western countries will be discussed. (3+0)

8. **GRADING SYSTEM:** Specify only one.

LETTER:  PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

none

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes  Not needed

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

none

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

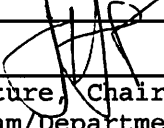
Graduate students will be able to use the credits from the course to complete degree requirements.


13. **JUSTIFICATION FOR ACTION REQUESTED**


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

History of the Middle East (HIST 329) has not been offered by the history department since spring 2007, and was accordingly dropped from the UAF course catalog. However, I strongly feel that the Middle East is an important area of the world that needs to be covered by the history department. I revived History of the Middle East in Fall 2013 and taught it as a 400-level special topics course titled "Modern Middle East" (HIST 434). I also taught a 600-level independent study graduate course on the Middle East (HIST 697) titled "History of Religious Extremism and Terrorism" in spring semester 2015. In short, my course offerings on the Middle East as they are now set up are geared for 400-600-level courses.

**APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)**

|  |      |        |
|--|------|--------|
|                             | Date | 9-4-15 |
| Signature, Chair, Program/Department of: <span style="border: 1px solid black; padding: 2px;">HISTORY</span> |      |        |

|   |      |                  |
|---|------|------------------|
| DocuSigned by:<br> | Date | December 9, 2015 |
| Signature, Chair, College/School Curriculum Council for:  |      |                  |

|   |      |                   |
|---|------|-------------------|
| DocuSigned by:<br> | Date | December 10, 2015 |
| Signature, Dean, College/School of:   |      |                   |

**Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):**

|                                      |      |
|--------------------------------------|------|
| Signature of Provost (if applicable) | Date |
|--------------------------------------|------|

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

|   |      |
|---|------|
| Signature, Chair  | Date |
| Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC |      |
| <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC                                       |      |

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)**

|  |      |
|--|------|
| Signature, Chair, Program/Department of: | Date |
|--|------|

|  |      |
|--|------|
| Signature, Chair, College/School Curriculum Council for: | Date |
|--|------|

|                                     |      |
|-------------------------------------|------|
| Signature, Dean, College/School of: | Date |
|-------------------------------------|------|

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

HISTORY F434-F01  
**MODERN MIDDLE EAST**

Dr. Walter Skya  
Director, Asian Studies  
Associate Professor, Department of History  
Gruening Hall, Room 605C  
University of Alaska Fairbanks  
Fairbanks, AK 99775-6460  
Tel: 907-474-2718  
Email: [waskya@alaska.edu](mailto:waskya@alaska.edu)

Fall 2013

**Course Description**

On September 11, 2001, Muslim militant fundamentalists hijacked four airliners and turned them into missiles and attacked the World Trade Center buildings in New York, the center of world capitalism, and the Pentagon, the nerve center of the United States military. The American people were shocked and dumbfounded. Many saw it as a second "Pearl Harbor." However, these attacks were related to other horrific events around the globe, and such violence against America should have been anticipated had the American public been more keenly aware of recent modern Middle Eastern history. Violence in the name of Islam has occurred around the world, including in countries such as India, Pakistan, Philippines, Thailand, Indonesia, Mali, Somalia, Egypt, Iraq, Algeria, Libya, Israel, Syria, Lebanon, Nigeria, Sudan, Netherlands, United Kingdom, Germany, Spain, Denmark, Russia, Afghanistan, and Japan. What are the historical forces that have been driving violence and terrorism originating from the Middle East?

This is a course on the modern Middle East from the 19th century to the present. It will focus on the birth of the modern Middle Eastern states out of the collapse of the Ottoman Empire and the Qajar Dynasty, and the impact of Western colonial powers on Middle Eastern societies and culture. Special attention will be given to the birth of modern secular Turkey, Egypt under military governments for the past half-century, and the Iranian Revolution of 1979. The partition of Palestine, the origins of the Jewish state, and the impact of the on-going Israeli-Palestinian conflict on the political dynamics of the entire Islamic world will also be carefully examined. Still more, the contestation between secular nationalisms and religious nationalisms as well as trans-national Islamic movements will also be given special attention. Finally, the impact of radical Islam on the other non-Western countries will be discussed.

**Course Schedule**

This class meets every Tuesday and Thursday from 9:45 AM to 11:15 AM in Gruening Building, Room 304, for a total of 28 sessions including the introductory session on September 5 and the final session on December 12.

**Required Texts/References**

This course requires the purchase of the following texts:

- 1) William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*
- 2) Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*

- 3) Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*
- 4) Ayaan Hirsi Ali, *Nomad: From Islam to America: A Personal Journey Through the Clash of Civilizations*

### **Office Hours**

Mondays: 4:30 PM - 5:00 PM  
Tuesdays: 9:00 AM – 9:30 AM  
Wednesdays: 2:00 PM – 2:30 PM

### **Course Work/Expectations**

Grades will be based on the following: class participation/attendance/presentations/discussions (100 points), final paper (100 points), and final exam (100 points). The final paper, due Friday, December 13, should be a paper of 8 to 10 double-spaced typed pages on Ayaan Hirsi Ali's book *Nomad: From Islam to America: A Personal Journey Through the Clash of Civilizations*. Specific questions to be addressed in this paper will be handed out 4 weeks before the due date. All students will be expected to prepare for discussions on the assigned readings. Please see UAF schedule for the final exam date.

### **Attendance and Class Participation**

As indicated above, a substantial part of your final grade will be based on class attendance and class participation. Accordingly, regular attendance and class participation are expected. Unexcused absences will automatically lower your grade (5 points for each unexcused absence).

## **COURSE OUTLINE**

### **September 5 Introduction**

### **September 10 Origins of Islamic Civilization**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part One, Chapters 1-2, pp. 4-33.

### **September 12 Ottoman and Safavid Empires**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part One, Chapter 3, pp. 34-52.  
Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Introduction, pp. 1-18.

### **September 17 Eighteenth-Century Ottoman Empire**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 1, pp. 23-75.

**September 19 “Tanzimat” Reforms in 19<sup>th</sup> Century Ottoman Empire**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 2, pp. 76-132.

**September 24 Continued Ottoman Reforms and Foreign Interventions**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapters 4-5, pp. 56-94.

**September 26 Egypt and Iran in the Late 19<sup>th</sup> Century and Islamic Puritanism**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Two, Chapters 6-7, pp. 95-120.

**October 1 Reign of Abdülhamid**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 3, pp. 133-190.

**October 3 Demise of the Ottoman Empire and the Struggle for Establishing a Modern Turkish State**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 4, pp. 192-246.

**October 8 Early Turkish Republic**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 5, pp. 247-291.

**October 10 Turkey’s Second Republic**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 6, pp. 305-349.

**October 15 Turkey’s Third Republic**

Reading: Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity: A History, 1789-2007*, Chapter 7, pp. 350-390.

**October 17 Rise of the Modern Iranian State and the Transformation of Society**

Reading: Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*, Part I, Chapters 1-2, pp. 11-58.



October 22 **Formation of the Modern Bureaucratic Iranian State under Reza Shah, Mohammad Reza Shah, and the Islamic Revolutionary Movement**

Reading: Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*, Part I, Chapters 3-4, pp. 59-87; Part II, Chapter 5, pp. 91-102.

October 24 **Iranian Islamic Revolution**

Reading: Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*, Part II, Chapters 6-7, pp. 103-146.

October 29 **Consolidation of Islamic Theocracy**

Reading: Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*, Part II, Chapter 8, pp. 147-174; Part III, Chapters 9-10, pp. 177-210.

October 31 **Arab Struggle for Independence: Egypt, Iraq, Transjordan, Syria, Lebanon, and Saudi Arabia from the Interwar Era to 1945**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Three, Chapters 11-12, pp. 179-220.

November 5 **Palestine Mandate and the Birth of the State of Israel**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Three, Chapter 13, pp. 221-251.

November 7 **Age of Gamal Abd al-Nasser in Egypt**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Four, Chapters 15-16, pp. 280-321.

November 12 **Israel and the Palestinians, 1948-1970s**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Four, Chapter 17, pp. 322-346.

November 14 **Egypt and Lebanon in the 1970s and 1980s**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Five, Chapter 19, pp. 369-392.

November 19 **Arabian Peninsula in the Petroleum Era**



Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 20, pp. 393-413.

November 21 **Consolidation of Authoritarian Rule in Syria and Iraq**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 21, pp. 414-440.

November 26 **Palestinian Intifada and the 1991 Gulf War**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 22, pp. 441-462.

November 28 **THANKSGIVING DAY (NO CLASS)**

December 3 **Road to Oslo Peace Accords**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 23, pp. 463-486.

December 5 **Patterns of Continuity and Change in Turkey, Iran, and Lebanon**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 24, pp. 487-504.

December 10 **America in the Middle East**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 25, pp. 505-520.

December 12 **2011 Arab Uprisings**

Reading: William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Part Six, Chapter 26, pp. 522-539.

HISTORY F697  
**HISTORY OF RELIGIOUS EXTREMISM  
AND TERRORISM**

Dr. Walter Skya  
Director, Asian Studies  
Associate Professor, Department of History  
Gruening Hall, Room 605C  
University of Alaska Fairbanks  
Fairbanks, AK 99775-6460  
Tel: 907-474-2718  
Email: [waskya@alaska.edu](mailto:waskya@alaska.edu)

Spring 2015

**COURSE DESCRIPTION**

This course provides a comprehensive overview of religious militancy throughout the world and the various religious traditions associated with it. Particular attention will be given to rise of radical Islam, focusing on thinkers whose writings give religious justifications for violence such as Sayyid Qutb, Sheik Omar Abdul-Rahman, Abd Al-Salam Faraj, and Maulana Abu al-Alaa al Maududi; militant religious Jewish ultranationalists and activists such as Meir Kahane, Yoel Lerner, and Yigal Amir; Asahara Shōko's Aum Supreme Truth doomsday cult in Japan; and soldiers for Christ like Timothy McVeigh. This course will also cover religious terrorist movements in Pakistan, India, and other Asian nations in addition to examining religious terrorism through the theoretical works of thinkers such as Max Weber, Bruce Hoffman, and Mark Juergensmeyer.

**COURSE SCHEDULE/INSTRUCTIONAL METHODS/EVALUATION**

This will be a seminar course utilizing varied instructional methodologies such as, but not limited to, text reading assignments, Blackboard lectures, video reviews, power-point presentations, research and writing assignments. Student will meet with instructor for approximately 2 hours every week. Instructor will grade student based upon research quality; comprehension; and knowledge of weekly discussion forums. Instructor will also determine grade for the research outline and final research paper. In-depth discussion forums and analysis of material will be conducted weekly between the student and instructor. Student will write a 20-25 page research assignment (written in MLA format) focusing on a topic germane to this course and approved by the instructor. As for the final grade, 50% of the grade will be based on the student's comprehension and depth of analysis of the weekly reading materials and 50% on the final paper. Breaking this down still further, student will receive a maximum of 100 points for the best 10 weekly sessions (10 points possible per session), and 100 points maximum for the final paper.

**COURSE OBJECTIVES**

- Knowledge of the characteristics and history of religious-influenced terrorism.

- Demonstrate effective research and writing skills.
- Knowledge of the global history of modern terrorism.
- Demonstrate an understanding of how governments are usurped by radical ideologies.
- Understand how the methodologies of religious cults influence behavior of people.
- Demonstrate knowledge of various terrorist organizations and their history.
- Understand the process of radicalization of the individual in selected cases studies
- Enhance critical thinking skills.
- Counterterrorism strategies

### **REQUIRED TEXTBOOKS**

- 1) Walter Reich, *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind* (Washington, D.C.: Woodrow Wilson Center Press, 1998) ISBN 0-943875-89-7
- 2) Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence* (Berkeley, Los Angeles, London: University of California Press, 2003) ISBN 0-520-24011-1
- 3) Bruce Hoffman, *Inside Terrorism* (New York: Columbia University Press, 1998) ISBN 0-231-11469-9
- 4) Daniel Benjamin and Steven Simon, *The Age of Sacred Terror: Radical Islam's War Against America* (New York: Random House Trade Paperback, 2003) ISBN 0-8129-6984-7
- 5) Ken Ballen, *Terrorists in Love: True Life Stories of Islamic Radicals* (New York: Free Press, 2011) ISBN 978-1-4516-7258-9
- 6) Robert Baer, *Sleeping with the Devil: How Washington Sold Our Soul for Saudi Crude* (New York: Three Rivers Press, 2003) ISBN 1-4000-5268-8
- 7) Walter Laqueur ed., *Voices of Terror: Manifestos, Writings and Manuals of Al Qaeda, Hamas, and other Terrorists from Around the World and Throughout the Ages* (New York: Reed Press, 2004) ISBN 1-59429-035-0
- 8) Mark Juergensmeyer, *Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to Al Qaeda* (Berkeley, Los Angeles, London: University of California Press, 2008) ISBN 978-0-520-25554-8
- 9) Ilan Pappé, *The Ethnic Cleansing of Palestine* (London: Oneworld Publications, 2006) ISBN 978-1-85168-555-4
- 10) Maajid Nawaz, *Radical* (HW Allen, 2012) ISBN 9780753540770
- 11) Johannes J.G. Jansen, *The Neglected Duty: The Creed of Sadat's Assassins* (New York: RVP Press, 2013) ISBN 978-1-61861-331-8
- 12) John Mearsheimer and Stephen M. Walt, *The Israel Lobby and U.S. Foreign Policy* (New York: Farrar, Straus and Giroux, 2007) ISBN 978-0-374-53150-8

In addition to the books listed, there will be a selection of articles and other materials related to religious militant fundamentalism and other forms of terrorism.

### **SUPPORT SERVICES**

CDE Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the CDE Student Services staff at 907- 479-3444 or toll free 1-800-277-8060 or contact staff directly – for

directory listing see: <http://distance.uaf.edu/cde-staff/>.

**STUDENTS WITH DISABILITIES**

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-7043). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

**COURSE OUTLINE**

**Introduction**  
January 15-17

**Introduction to the History of Religious Extremism and Terrorism**

**Week 1**  
January 18-24

**Historical and Political Examination of Terrorism**

Reading: Bruce Hoffman, *Inside Terrorism*

**Week 2**  
January 25-31

**Global Rise of Religious Violence**

Reading: Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence*, Chapters 1-6, pp. 3-118.

**Week 3**  
February 1-7

**The Logic of Religious Violence**

Reading: Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence*, Chapters 7-11, pp. 121-249.

**Week 4**  
February 8-14

**Origins of Twenty-First Century Terrorism**

Reading: Walter Laqueur, *Voices of Terror: Manifestos, Writings and Manuals of Al Qaeda, Hamas, and other Terrorists from around the World and Throughout the Ages*, Part 3. pp. 388-520.

**Week 5**  
February 15-21

**Psychology of Terrorism**

Reading: Walter Reich ed., *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*

**Week 6**  
February 22-28

**Religious Challenges to the Secular State**

Reading: Mark Juergensmeyer, *Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to Al Qaeda*, Chapters 1-3, pp. 1-150.

**Week 7**  
March 1-7

**Transnational Networks of Global Jihad**

Reading: Mark Juergensmeyer, *Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to Al Qaeda*, Chapters 5-6 & Conclusion, pp. 193-263.

**Week 8**  
March 8-14

**Life Stories of Islamic Radicals**

Reading: Ken Ballen, *Terrorists in Love: True Life Stories of Islamic Radicals*, Part One, Chapters 1-3, pp. 3-113.

**March 15-21**

**SPRING BREAK (NO MEETING)**

**Week 9**  
March 22-28

**Soldiers of Jihad**

Reading: Ken Ballen, *Terrorists in Love: True Life Stories of Islamic Radicals*, Chapters 4-6, pp. 117-291.

**Week 10**  
March 29-April 4

**Saudi Arabia and Terrorism**

Reading: Robert Baer, *Sleeping with the Devil: How Washington Sold Our Soul for Saudi Crude*

**Week 11**  
April 5-11

**Research Paper Review/ Selected Topic Discussion**

**Week 12**  
April 12-18

**Jewish Terrorism and the State of Israel**

Reading: Ilan Pappé, *The Ethnic Cleansing of Palestine*

**Week 13**  
April 19-25

**Counterterrorism/Contemporary Security Issues**

Reading: Selected articles related to terrorism and national security issues

**Week 14**  
April 26-May 2

**Research Paper Review / Selected Topic Discussion**

**Conclusion**  
May 3-7

**Research Paper Submission**