

Empires of the Steppe: Eurasia from the Mongols to the Soviet Union

Spring 2025 Syllabus Version 10.0

Course Information

Logistics

- **Instructor:** Dr. James Pickett
- **Course:** HIST 0752
- **Schedule:** Tues / Thurs 3:00 – 4:15 pm
- **Classroom:** Cathy 337
- **Email:** pickettj@pitt.edu
- **Office:** 3908 Posvar (in annex to the right of dept.)
- **Office Hours:** Mondays 11am – 12 pm (IRL, 3908 Posvar)
- **Virtual Office Hours:** Thursdays 8:00-9:00 am (Zoom Link, 696-530-3747)
- **Course Policies:** <https://courses.bactriana.org/policies/>

Content Overview

Course Objective Over the last several centuries, Eurasia's millennia-long domination by successive nomadic steppe empires (stretching from Europe to China) was displaced by new imperial challengers from the periphery (notably Russia, China, and Britain). This course examines the nature of that transition by charting the history of Eurasian empires from the Mongols (thirteenth century) to the present day. From Genghis Khan to Tamerlane to Stalin; between Russian spies, Viking berserkers, and the Taliban; across silk roads, great games, and more.

Organization of Course Content The empires of the steppe were truly vast in scale, integrating territories usually studied in isolation from one another – and so this course provides important context for separate courses on Russian, Eastern European, Chinese, and Middle Eastern history. The chronological scope of this course is similarly epic, spanning over seven centuries, which will allow us to focus on recurring themes related to empires in world history. Our primary focus will be on geopolitical strategies for imperial rule, but we will also examine entangled cultural, religious, and economic themes along the way. The course will emphasize three lenses of historical analysis: institutions, ideology, and the broader geopolitical environment.

Learning Outcomes The principle learning outcomes of this course are twofold:

1. Ability to deploy original analysis through the engagement of primary sources
2. The articulation of that analysis through evidence-based writing

Both of these skills are developed in view of applying them beyond the academic field of history.

Course Requirements

Required Texts and Readings **Required Textbook:** Scott Levi and Ron Sela (eds.), *Islamic Central Asia: An Anthology of Historical Sources*, available as an e-book through the library online catalog.

Important Reference: Yuri Bregel's *An Historical Atlas of Central Asia* (geography is included on the quizzes), also available as an e-book through the library online catalog.

Readings from Levi & Sela are designated with the symbol on the syllabus, which means they are not uploaded to Canvas. All other readings are available electronically on Canvas in the “Course Readings” folder, numbered sequentially (you may have to click “next page” or reorder them based on name to see all of the readings in order). Primary sources available on Canvas are designated with the symbol; secondary works uploaded to Canvas are designated with the symbol.

Optional readings: Where possible, I have listed readings that may be helpful for reinforcing material covered in lecture (particularly if you miss a lecture). Some of these readings are available in a separate folder of optional readings, but others you may need to pull from the library. For this purpose, the full texts of Golden's *Central Asia in World History*, Morgan's *The Mongols*, Halperin's *Russia and the Golden Horde*, Manz's *Rise and Rule of Tamerlane*, and Khalid's *Central Asia: A New History*, are on physical reserve in Hillman for your reference and designated with the symbol; optional readings available on Canvas are designated with the symbol.

Workload Expectations

- **Weekly Reading:** 40-60 pages per week (complete before associated class)
- **Time Outside Class:** 4-6 hours per week
- **Platforms:** Canvas and TopHat (required)

It is the student's responsibility to have all of these platforms up and running within the first week of class. It is also the student's responsibility to log into TopHat (which is used for in-class exercises) before the start of class. For technical support, consult <https://teaching.pitt.edu/educational-software-consulting/>. Unless otherwise noted, all assignments are to be turned in via Canvas or TopHat (I will not accept paper or emailed copies).

Assignments

Study Guides

- Every week one assignment per unit will be posted on TopHat
- Designed to help guide you through difficult material, integrating lectures and the assigned readings
- Due on TopHat one hour after the class session with which they are associated
- Expectation: Complete responses relating to assigned readings before attending class, complete any remaining questions during class based on information presented during lecture, and then be ready to click ‘submit’ at the end of class
- If you are unsure about a question, simply raise your hand and ask! – everyone will benefit

In-Class Participation

- Assessed primarily through TopHat real-time quizzes
- Credit given for participation (even if you get a question wrong, you will still receive participation credit)
- Study guides are assessed based both on correctness and participation
- Completing in-class TopHat exercises without being present is considered cheating
- Three “grace days” provided when no participation points will be deducted for an absence

Midterm Essay

- **Length:** Approximately 700 words (3 pages)
- **Format:** In-class, handwritten essay
- **Materials:** Prompts provided a week in advance; you may consult any hard-copy references you wish (e.g., your notes, so long as they are printed out – up to ten printed pages)

- **Revision Option:** You are welcome to revise your hand-written draft into a typed, electronically submitted revision by the specified date: the second grade will fully replace the first one

Final Paper

- **Length:** 1300 words (around 5-6 pages)
- **Research:** Based on assigned readings (no additional research required)
- **Late Policy:** Half a letter-grade will be deducted for every day after the deadline it is submitted
- Note that the final paper is due relatively early in the finals period so that you can focus on your other classes: please plan ahead
- There is no “early bird” option for the final paper submission, though (as always) you are welcome to discuss your draft during office hours

Analytical Writing Skills Sequence (Optional) Learning to write persuasive, evidence-based essays is a major emphasis of this course. If you wish to receive feedback on your writing in advance of the formal essays, you are invited (but not required) to complete a cumulative series of mini-writing assignments designed to prepare you for the midterm and final paper. This three-part sequence is recommended, but entirely optional (though it will result in an extra credit bonus to the Midterm Essay category of your total grade).

Extra Credit Opportunities There will be numerous opportunities for extra credit (in the Participation category) throughout the semester. We are fortunate that Pitt hosts all sorts of interesting speakers relevant to course themes, which offers the potential to dramatically enrich your overall course experience. Generally, extra credit entails attending a university lecture and writing a short reflection relating the content to course themes (no more than a page). You are welcome to suggest extra credit assignments to me, as long as you do so at least three days in advance of the event itself, so that your colleagues also have the opportunity to attend.

Grading Policy

Grade Distribution

- **Participation:** 20%
- **Study Guides:** 15%
- **Midterm Essay:** 35%
- **Final Paper:** 30%

Grading Scale Letter grades will be assigned per the standard Canvas cutoffs, with one exception: only the highest two overall grades are eligible for an “A+”; other grades within the standard A+ range will be collapsed into the “A” category.

Participation This category encompasses reinforcement exercises (usually on TopHat), which are completed during class, as well as the interactive simulation. If you complete most of the exercises (80% or higher), you will receive full credit in this category; if your participation is sporadic (50-80% on TopHat), you will receive half credit in this category; if you receive 50% or under on TopHat, you will receive zero credit in the participation category. Over the course of the semester, you will receive three Participation grades on Canvas so that you have a chance to correct course before the final grade.

Study Guides These follow the same grading scale as the Participation category: 80-100% on TopHat > full credit; 50-80% on TopHat > half credit; 0-50% on TopHat > zero credit. Therefore, if you stay on top of the study guides, and come to most classes, you can easily get one hundred percent in both categories, even if you miss a few. Please do not ask the instructor to reassign a study guide or offer an extension unless you are requesting a major accommodation.

Absences and Makeup Work Everyone has hectic, challenging schedules, and unexpected hardships during the semester are a near-certainty. These course policies build in substantial flexibility for exactly that reason. If you miss an assignment, or cannot make it to a class, there are already systems in place to accommodate; nine times out of ten you will not need to get in touch with me separately. For extreme circumstances in which you require accommodations beyond the standard ones detailed below, I will require a note from your advisor.

Online Grading All grading will be administered through Canvas, where you can check your status in real time as the semester progresses. TopHat also keeps track of your point totals, which you can see in real time on that website. However, the only grades that “count” are those appearing on Canvas.

General Education Requirements

This course fulfills:

- **Specific Geographic Region** (Section 2 of Global Awareness and Cultural Understanding): This course will be an in depth study and analysis of a particular region or locality outside of the United States.
- **Historical Analysis** (Section 6 of Division Requirements in the Humanities and Arts, Social Sciences, Natural Sciences): In this course, students will develop skills and methods by which to understand significant cultural, social, economic, or political accounts of the past.

Content Advisory

Sections of this course will variously deal with subjects such as violence, enslavement, and misogyny. Some primary source readings were written by historical actors harboring intense prejudices of various kinds; discussions will tackle some of these issues head-on.

University Policies

This syllabus assumes and incorporates the policies and procedures provided by Pitt’s Center for Teaching and Learning, including:

- Academic Integrity
- Disability Services
- Content Warning
- Equity, Diversity, and Inclusion
- Email Communication
- Gender Inclusivity
- Health Safety Compliance
- Classroom Recording Policy

Although these policies are not reproduced here, all of them are important: please read them carefully and consider them part of the syllabus.

Important Deadlines

Weekly Deadlines

- Reading assignments must be completed before the relevant class session
- Study guide due on TopHat one hour after the end of the relevant class session

One-Time Deadlines at a Glance

- **In-class Midterm Essay:** February 26
- **Revise and Resubmit Midterm Deadline:** March 17
- **Final Paper Due:** April 23

Course Schedule

Part I: Prehistory of the Steppe-Sedentary Dynamic and the Silk Road

Core Questions

Where is Central Asia, exactly, and what is the difference between all the different terms associated with it (e.g. Eurasia, Inner Asia, Transoxania, etc.)? How can we conceptualize steppe-sedentary relations? How did pastoral-nomadism originate? Was there one Silk Road, or multiple silk roads? Was Central Eurasia oriented more toward China, the Middle East, India, or Russia during the pre-Islamic period?

Session 1 (Jan. 13): Course Overview Agenda:

- Mini-Lecture: “Two Thousand Years of Nomadic Empire”
- Policies and Expectations, Syllabus Q&A
- Digital Platforms (Canvas, TopHat)

Session 2 (Jan. 15): Core Concepts in Eurasian History Agenda:

- Mini-Lecture: “(Central) Eurasia in World History”
- Lecture: “When Nomads Attack”
- Syllabus Quiz

Assignments:

- Peter Golden, *Central Asia in World History* (2011): Chapter 1, “The Rise of Nomadism and Oasis City-States,” pp. 9-20.
- Herodotus, *The Histories*, Book 4 (selections – 12 pages).
- Readings in Sima Qian, *Shiji* (Records of the Historian): Chapter 110, pp. 129-148.
- Persian inscriptions and reliefs (1 page).

Session 3 (Jan. 20): Pre-History of the Steppe-Sedentary Symbiosis Agenda:

- Mini-Lecture: “Three Lenses of Historical Analysis”
- Lecture: “Origins of Pastoral Nomadism”
- Lecture: “Linguistics as a Historical Tool”
- Group Discussion of Primary Sources (from previous session, i.e. Herodotus, Sima Qian, Persian inscriptions)

Assignments:

- “A Pair of Steppe Earrings” in Susan Whitfield, *Silk, Slaves, and Stupas: Material Culture of the Silk Road*, First edition (Oakland, California: University of California Press, 2018): pp. 9-33.

Session 4 (Jan. 22): Silk Road(s)? Agenda:

- Lecture: “More Than Just Silk: Economic, Cultural, and Religious Exchange Across Eurasia”
- Group Discussion of Primary Sources (i.e. Hansen, Sogdian wall paintings)

Assignments:

- Selected texts from Valerie Hansen, *The Silk Road: A New History with Documents* (New York: Oxford University Press, 2017) (25 pages).
- Selected Sogdian wall paintings.
- Peter Golden, *Central Asia in World History* (2011): Chapter 3. (Note again that the symbol designates an optional – but recommended – reading.)

Part II: The Mongol World Empire

Core Questions

Were the imperial innovations of Genghis Khan “revolutionary”? How do you assess continuity and change with the Turkic empires that came before (e.g. the Türk, Uyghur empires)? Where did the Mongol advance falter and why? What was the role of empire in facilitating the exchange of ideas, material culture, and personnel across an entire continent?

Session 5 (Jan. 27): Mongol Origins Agenda:

- Lecture: “Rise of Islam”
- Lecture: “Eurasia on the Eve of Mongol Conquest”

Assignments:

- David Morgan, *The Mongols*: Chapter 3, pp. 49-73.
- Mini-Assignment Due (Optional): Writing Skills Sequence, Phase 1

Session 6 (Jan. 29): Mongol Onslaught Agenda:

- Lecture: “Genghis Gathers the Horde”
- Group Discussion of Primary Sources

Assignments:

- Levi & Sela: “Temujin and the Rise of the Mongol Empire” – entire section, pp. 115-138.
- David Morgan, *The Mongols*: Chapters 1-2.

Session 7 (Feb. 3): Succession Agenda:

- Mini-Lecture: “The Quick and Dirty Guide to Primary Source Analysis”
- Lecture: “Dividing the Horde: Mongol Imperialism after Genghis Khan”

Assignments:

- David Morgan, *The Mongols*: Chapter 4, pp. 74-98.

Session 8 (Feb. 5): Empire of Exchange Agenda:

- Lecture: “Mongol Imperial Institutions”
- Lecture: “Mongol Imperial Exchange Networks”

Assignments:

- Secret History of the Mongols revisited (i.e. the same source introduced in Levi & Sela, p. 115): excerpts on conquest of Jin (northern China) and Khwarazmshahs (Central Asia) (8 pages).
- Rashid al-Din revisited (i.e. the same source introduced in Levi & Sela, pp. 139-140): anecdotes about Ogedei Khan (5 pages).
- Mini-Assignment Due (Optional): Writing Skills Sequence, Phase 2

Part III: Post-Mongol Successor States

Core Questions

Was there a Mongol “ideology”? If so, why did Mongol rulers convert to foreign religions, rather than convert local populations to their own? Is the Yuan dynasty better viewed as “Chinese” or nomadic? How do you assess the respective influences of Persian, Islamic, and Mongolian culture on the Ilkhanids? In what ways was Muscovy a successor state to the Mongol Empire? In what ways was it a successor state to the Kievan Rus (and to what extent can we speak of a “Kievan Rus”)? Was Tamerlane’s (Timur) empire the Mongol Empire reincarnated?

Session 9 (Feb. 10): China as a Mongol Successor State Agenda:

- Lecture: “Yuan China between Steppe Traditions and Ancient Culture”

Assignments:

- Hidehiro Okada, “China as a Successor State to the Mongol Empire,” *The Mongol Empire and its Legacy* (Brill, 2000), pp. 260-270.
- “Spirit-Path Stele for His Honor Yelü” in Christopher P. Atwood, ed., *The Rise of the Mongols: Five Chinese Sources* (Hackett Publishing Company, Inc., 2021) (pp. 131-134, 151-158 – note that the entire chapter is available, but not all pages are required).

Session 10 (Feb. 12): The Mongol Impact on Middle Eastern History Agenda:

- Lecture: “Islam and Conversion in the Ilkhanate”

Assignments:

- Marco Polo, *Travels*: selections (22 pages).
- Levi & Sela 25: Juvaini - The Il-Khan Hülegü Captures the Castles of the Heretics, pp. 142-148.
- Levi & Sela 26: Mirza Haydar Dughlat - Conversion to Islam of Tughluq Timur Khan, pp. 149-152.
- David Morgan, *The Mongols*: Chapters 5-7.
- Mini-Assignment Due (Optional): Writing Skills Sequence, Phase 3

Session 11 (Feb. 17): Northwestern Eurasia Agenda:

- Lecture: “Backgrounder: Kiev, Byzantine Culture, and the Coming of the Northmen”
- Historical Simulation: Round 1

Assignments:

- Excerpts from the Russian Primary Chronicle (10 pages).
- Levi & Sela 10: Ibn Fadlan, pp. 65-68.
- Ibn Fadlan’s Description of a Norse Funeral (2 pages).

Session 12 (Feb. 19): Golden Horde Agenda:

- Lecture: “Muscovy as a Mongol Successor State”

Assignments:

- Charles J. Halperin, *Russia and the Golden Horde: The Mongol Impact on Medieval Russian History* (1985): Chapter 3, “The Mongol Empire and the Golden Horde,” pp. 21-32; Chapter 4, “The Mongol Administration of Russia,” pp. 33-43.
- Charles J. Halperin, *Russia and the Golden Horde*: Chapters 1-2.

February 26: In-Class Midterm Essay Agenda:

- Mini-Lecture: “Tamerlane, the Last Nomadic World Conqueror”
- In-Class Midterm Essay

Assignments:

- Beatrice Forbes Manz, *The Rise and Rule of Tamerlane*, (1989): Chapter 6: “Structure and function in Temür’s administration,” pp. 107-127.
- Levi & Sela: 28 Ibn ’Arabshah - Timur and His Steppe Campaigns, pp. 165-170.

Session 13 (March 3): Long Shadow of Chaghatai Agenda:

- Lecture: “The Timurid Renaissance and European Science”
- Historical Simulation: Round 2

Assignments:

- Selected miniature paintings showcased in: Michael Barry, *Figurative Art in Medieval Islam and the Riddle of Bihzâd of Herât (1465-1535)* (Paris: Flammarion, 2004); combined with Persian poetry excerpts in translation.
- Levi & Sela 32: Nava'i - A Comparison between Persian and Turkic, pp. 184-187.
- Beatrice Forbes Manz, *The Rise and Rule of Tamerlane* (1989): Chapters 2-3.

Part IV: Gunpowder Empires into an Age of Colonialism

Core Questions

What were the core features of Islam, and Perso-Islamic high culture, during the early modern period? After millennia of serving as an underdeveloped tributary of nomadic empires, suddenly northwest Eurasia is conquering its former masters. How do you explain this momentous historical change? Was Nadir Shah's state the last of the so-called gunpowder empires, or the first example of modern imperialism? Was there really a “Great Game,” and what was so great about it? How did Russian and Chinese imperial administrators make sense of the new nationalities they encountered? Why did China turn its imperial ambitions inland rather than toward the oceans?

Session 14 (March 17): Islam before Colonialism Agenda:

- Lecture: “High Persianate Islam”
- Historical Simulation: The Grand Quriltai (Finale)

Assignments:

- Levi & Sela 34: Five Readings on Sufi Orders in Central Asia, pp. 190-198.
- Levi & Sela 35: Zubdat al-athar - Beginnings of the Shibanid State, pp. 203-207.
- Levi & Sela 38: Juybari Archives - A Sixteenth-Century Bukharan Deed of Sale, pp. 221-222.
- “An Occultist Petition in 19th Century Bukhara” (3 pages).

Other: Deadline to revise and resubmit midterm essay

Session 15 (March 19): Persian Cosmopolis Agenda:

- Lecture: “Sufism, Poetry, and Law; Medicine, Scripture, and the Occult”

Assignments:

- Peter C. Perdue, “Boundaries, Maps, and Movement: Chinese, Russian, and Mongolian Empires in Early Modern Central Eurasia,” *The International History Review* 20, no. 2 (1998): 263–86.
- Levi & Sela 41: Ivan Khokhlov - A Russian Envoy to Central Asia, pp. 230-232.

Session 16 (March 24): Gunpowder Empires Agenda:

- Lecture: “India as a Chaghatai Successor State”
- Lecture: “Gunpowder Empires and Beyond”

Assignments:

- Levi & Sela 46: 'Abd al-Karim Kashmiri - Nadir Shah's Campaign in Central Asia, pp. 260-264.
- Levi & Sela 45: Thompson and Hogg - British Trade East of the Caspian, pp. 255-259.

Session 17 (March 26): Colonial Dawn Agenda:

- Lecture: “Muscovy Marches East, China Marches West”
- Lecture: “Russian Rule comes to Turkestan”

Assignments:

- James Pickett, “Central Asia Between Empires: New Research on the 18th and 19th Centuries,” in *Oxford Research Encyclopedia of Asian History* (Oxford University Press, June 2023).
- Selected photographs of Central Asia under Russian rule.
- Levi & Sela 54: Nikolai Ignatiev - Russia’s Agenda in Central Asia, pp. 295-299.
- Adeeb Khalid, *Islam after Communism* (2007): Chapter 1.
- Dominic Lieven, *Empire: the Russian Empire and its Rivals* (2001). Chapters 6, pp. 201-230.

Session 18 (March 31): The Last Empire of the Steppe (?) Agenda:

- Lecture: “Qing Imperialism and the Annihilation of Jungharia”

Assignments:

- Levi & Sela 52: Mohan Lal -A Journey among the Turkmens, pp. 287-291.
- Levi & Sela 53: Levshin - Observations on the Qazaqs, pp. 292-294.

Session 19 (April 2): Chinese Rule Returns to Central Asia Agenda:

- Lecture: “Qing Rule in Xinjiang: China as a Colonized Colonizer”

Assignments:

- James Millward, *Eurasian Crossroads* (2009). Chapter 3 excerpt, pp. 88-102.
- *Emperor of China: Self-Portrait of K'ang-Hsi* ed. John Spence (Vintage, 1988), pp. 7-23.
- James Millward, *Eurasian Crossroads* (2005): Chapter 3 (full).
- Peter Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (2005). Chapter 4, “Manchus, Mongols, and Russians in Conflict, 1670–1690,” pp. 133-173.

Part V: Eurasia's Socialist Century

Core Questions

Were there “nations” before the twentieth century? If so, how did they differ from our understanding today? If not, how do we understand pre-modern ethnicity? What is Islamic “reformism” or “modernism”? As a successor state to the Russian Empire, where did the Bolsheviks lose territory, and where did they hold it? Did they pick up any new territories? How do you explain the new boundaries of this polity? Would you consider the Soviet Union to be an “empire”? In the absence of communism, what positive programs and ideologies replaced it in China and the post-Soviet states? How do you explain the preoccupation with Islam in contemporary discourse about Central Eurasia?

Session 20 (April 7): Islamic Modernism Agenda:

- Lecture: “Jadidism and other Eurasian Reform Movements”

Assignments:

- “New Visions of the World” in Adeeb Khalid, *Central Asia: A New History from the Imperial Conquests to the Present* (Princeton, N.J: Princeton University Press, 2021): pp. 114-133.
- James Millward, *Eurasian Crossroads* (2005): Chapter 4.

Session 21 (April 9): The Creation of Ethnicity Agenda:

- Lecture: “Nation and Ethnicity on the Eve of Modernity”
- In-Class Simulation: The Colonial Census

Assignments:

- Sharīf Jān Makhdūm Sadr Ḏiyā³, *The Personal History of a Bukharan Intellectual*, ed. Rustam Shukurov, Muhammadjon Shukurov, and Edward Allworth (Leiden: Brill, 2004): 318-335; 350-354; 362-366.
- Translation of Russian Resident report on events of 1917.

Session 22 (April 14): Revolution Agenda:

- Lecture: “Total Imperial Collapse”
- Lecture: “The Mad Baron and the Fate of Mongolia”

Assignments:

- “Revolution from Above” in Adeeb Khalid, *Central Asia: A New History from the Imperial Conquests to the Present* (Princeton, N.J: Princeton University Press, 2021): pp. 215-241.
- “Po Samarkandu” (short Soviet propaganda film with subtitles)
- Joshua Kunitz, *Dawn over Samarkand: the Rebirth of Central Asia* (New York: CoviciFriede, 1935): 169-78, 217-50, 274-301.

Session 23 (April 16): Red Flag Over Turkestan Agenda:

- Lecture: “Sovietization and the Party-State”

Assignments:

- James Millward, *Eurasian Crossroads* (New York: Columbia University Press, 2009). Chapter 6 excerpts, pp. 235-254.
- James Millward, *Eurasian Crossroads* (2005): Chapter 5, 6 (full).

Session 24 (April 21): From the Rubble of Empire Agenda:

- Lecture: “Communist China: The Centralized Alternative”
- Lecture: “Soviet Islam”
- Group Discussion of Secondary Works (Kotkin or Devji or Thum) and Primary Sources (i.e. Uzbek Islamic Debates and Poetry of the Taliban).

Assignments:

Choose one of these three articles:

- Stephen Kotkin, “Trashcanistan: A Tour through the Wreckage of the Soviet Empire,” *New Republic*, April 15, 2002, pp. 26-38.
- Faisal Devji, “The Dictatorship of Civil Society in Tajikistan,” November 27, 2012, <http://www.currentintelligence.net/a-dictatorship-of-civil-society-in-tajikistan.html>.
- Rian Thum, “China’s Mass Internment Camps Have No Clear End in Sight,” *Foreign Policy* (2018), <https://foreignpolicy.com/2018/08/22/chinas-mass-internment-camps-have-no-clear-end-in-sight/>

Plus:

- Allen Frank (ed.), *Uzbek Islamic Debates: Texts, Translations, and Commentary* (2007): selections (26 pages).
- Alex Strick van Linschoten and Felix Kuehn, eds., *Poetry of the Taliban*, trans. Mirwais Rahmany and Hamid Stanikzai (London: Hurst, 2012): selections (9 pages).

I reserve the right to amend and update this syllabus throughout the semester.