

Islamic Civilization: From Mecca to the Crusades, 600-1200 C.E.

Topics in Pre-Modern World History

Fall 2020

HIS 207-03A/B

Lectures: Asynchronous, pre-recorded on Canvas, Sunday eve., approximately 30 min.

Discussions: Synchronous, Tuesdays and Thursdays, 9:30-10:15, via Zoom

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Description:

In the middle of the seventh century, Arab tribes coalesced and emerged from the Arabian Peninsula, conquering an enormous expanse of territory that reached from the shores of the Atlantic Ocean to the deserts of India in less than one hundred years. In the following centuries, Islamic civilization took shape, a dynamic process framed by Islamic ideals yet influenced by the many cultures this civilization embraced. The products of this civilization included magnificent monuments, extensive works of literature and science, far-flung trade routes that connected to east Asia, and new agricultural and technological innovations. This course will familiarize students with the history of the rise and spread of Islamic civilization as a complex and interdependent process that occurred throughout the Near East, North Africa, Spain, and Central Asia. We contextualize this process in the world before Islam and the rise of the Prophet Muhammad at the start of the seventh century and continue until the time of the Crusaders at the end of twelfth century. Our approach will be interdisciplinary. We will look at the history, art and architecture, archaeology, environment, literature, and religion of Islamic civilization.

Student Learning Objectives:

1. Students will be able to define a suite of political, religious, and social characteristics that characterize the period after 600 C.E. as “Islamic.” Some of these include tribally based political structures, religio-social legal codes, and pluralism and hybridity in culture and economy.

2. Students will be able to identify and explain historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods within Islamic history until 1200 C.E. by using diverse types of primary and secondary sources available for interpretation.

3. Students will utilize historical thinking to contextualize and analyze primary and secondary sources representing different points of view for the formation of Islam. They will be able to describe the historical, geographic, aesthetic, and religious contexts for the rise of Islam and explain various motivations for the conquests and spread of Islam.

4. Students will trace the developments of Islamic civilization through various examples of cultural and social production. By developing an informed historical perspective and by reflecting on the dynamic between Western and non-Western experience, students will be able to challenge and historicize current ideas and stereotypes of Islam.

5. Finally, students will be able to recognize and evaluate salient features of primary source. These features include authorial subjectivity as shaped by social and geographic considerations, differences in generic structures and expectations (that is, formal characteristics of genres), and interpretive value as compared to other comparable sources.

Requirements:

This will be an inverted class divided in half. Lectures for the week will be posted on Sunday evening for Tuesday's class and Tuesday evening for Thursday's class. They will be approximately 35 minutes long. There will also be two 35 minute classes per week. Each class will consist of class activities, in-class assignments, discussion of readings, questions on lectures, and other activities. Total, the lecture and discussion will be about 75 minutes. Please read the assigned materials during the week assigned and come to classes prepared with questions and observations. Viewing of lectures and attendance of classes are required, as lectures and discussions will frequently include material not covered in the assigned readings, for which you will also be responsible for on assignments.

No prerequisite is required to take this course.

Readings:

Readings for each week are given on the attached syllabus. Readings listed under the lecture mean you will have read those *in advance* for that lecture day. Weekly assignments consist of readings from selected works. Please come prepared and able to comment on the readings in class. In addition to the assigned readings, additional readings have been placed on reserve and will be useful for those wishing to explore subjects (particularly for papers) in detail.

Required text: (used and new copies available from bookstore)

Egger, Vernon O. *A History of the Muslim World to 1750: The Making of a Civilization*. Routledge: 2018 (Second Edition).

Lecture handouts will accompany every lecture and will provide an outline and, especially, terms and dates referred to in the lecture. These terms may also appear on your exams. Use these handouts as review sheets for exams.

Study aids, though not a requirement for the course, might be useful in preparing for exams, researching the group assignment, and providing useful basic reference information for Islamic history and civilization. They include:

The Encyclopaedia of Islam (First Edition (EI1), 1913-1942, New (Second) Edition (EI2), 1954 (1960)-2004, Third Edition, continuing). Jackson Library stacks Tower 8 DS37.E523, vols. 1-12.

The Cambridge History of Islam. Jackson Library stacks Tower 8 DS35.6.C3, vols. 1-2

Bosworth, C. E., *The Islamic Dynasties*. Jackson Library stacks Tower 8 D199.3.I8 No. 5

Reading Advice:

Because most of the original sources (and much of the content) will be totally unfamiliar to you and include foreign names and terms, I recommend taking notes on them as you read. It is also useful to write a brief summary (2-3 sentences) of each document/source so that you can remember the basic gist of it for class discussion. It's much easier to note down important points as you read than it is to go back and find those points again once you've finished reading. Finally, I recommend reading each document more than once. Sometimes it will take two readings for something to make sense to you. Because the amount of reading for our course is fairly small, you'll have plenty of time for re-reading. *Note: the assigned readings from the Egger textbook in the syllabus will have you jumping around a bit in the textbook.

Assignments:

Primary Source Assignments: There will be, throughout the course, 10 assignments based on primary sources. You will read the primary sources in advance and complete the online assignment due the class in which we discuss them.

Map Assignment: There will also be a map assignment at the beginning of the course designed to introduce you to the geography of the Islamic world. It consists of a blank map and an attached list of geographic features (countries, cities, bodies of water, mountains, and other features) available in Modules on Canvas which you will label. You will be allowed to consult sources to fill this map in, either an internet source (such as Google Earth or Google Maps), or a paper source (such as an atlas or encyclopedia). Turn the map in as a .jpg, .tif, or .pdf. You can type in the labels on a computer on the image or print and fill it out and scan or photograph it and upload the file. **Be sure to make it clear and legible!**

Quizzes: There will be three Canvas quizzes based on the readings due for that day. You will have the option of dropping the lowest grade of these at the end of the course. To do well on the quizzes you must attend have read and understood the assigned readings. You may **not** make these up.

Examinations: There will be three take-home examinations for the course. These will consist of a number of brief identifications, short answer, and essay questions. The first two sections are not cumulative for any exam; however, the essay question should be. The brief identifications will be names, foreign terms (in Arabic, Persian, or Turkish), places, events, and dates. Most lectures will be accompanied by a handout providing an outline and including terms that occur in the literature and you may not be familiar with. These terms will be useful to keep for review for the identification tests. You should also consult the glossary in your textbook (Egger, p. 319-326). It is important to learn about other cultures through their own terminology and vocabulary, which is not always easily translated and loses inherent concepts when it is. Although challenging, learning foreign terms will be useful as the course will emphasize linguistic connections across time and place as a marker of cultural durability. Short answers will require that you are able to

explain the characteristics, nature, and qualities of mid-range topics that are fairly specific in nature and often limited to one historical event or single primary source. Answers should be complete and refer to lecture and readings. The essay question on an exam is synthetic and comprehensive calling on you to combine information throughout the duration of the course from lectures, readings, and in class discussions to think about larger themes

Final Paper Assignment: A final research assignment will be given halfway through the semester. Your job is to become specialists in the economy of the Islamic world. Using translated texts by from the 7th through 11th centuries as a starting point, you will research a specific commodity looking at 1) its nutritional, medicinal, or other uses, 2) how it was grown and/or obtained, 3) where it came from and where it was traded to, and 4) its value. The purpose of the assignment is to: 1) read, integrate, and evaluate primary sources (in translation), 2) implement research skills and access resources to discover relevant secondary sources, and 3) to develop an ability to communicate in written and verbal forms and collaborate by working in groups and peer-reviewing each other's work. You will be in groups of 2-3 for the peer-review. You will write an individual final paper that is between 3-5 pages (800-1500 words, double spaced) and include at least one non-Internet and outside reference.

Extra Credit. Throughout the semester there will be several extra credit opportunities in the form of external lectures you can view virtually. After viewing the presentation, write a 3-5 page paper of 1) summary of a lecture, 2), the discussion following, and 3) your own thoughts as it relates to what we have studied in class and in readings.

Grading:

The weight of the final course grade represented by each of the various assignments is:

In-Class Assignments		5%
Class Participation		5%
Map Assignment		10%
Quizzes		10%
Exam 1:		15%
Exam 2:		15%
Exam 3:		15%
Peer-Review		10%
Final Paper	1	15%

Grading Scale:

100-97% = A+	89-87 = B+
96-93 = A	86-83 = B
92-90 = A-	82-80 = B-
79-77 = C+	69-67 = D+
76-73 = C	66-63 = D
70-72 = C-	60-62 = D-

59 or lower = F

Attendance Policy:

Attendance is mandatory and I will take attendance at the beginning of each class. You may miss three classes during the semester, after which your class participation grade will be docked 3 points for each absence. If you miss more than six classes I will drop your final grade by three points per absence and /or reserve the right to drop you from the course. Your viewing of pre-recorded lectures during the week are also counted as attendance.

Late Work/Missed Exam: Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is **your responsibility** to contact me. If you do not contact me, the work (when eventually received) will be penalized, usually at the rate of 1/3 of a letter grade per day.

Tardiness: Please do not come late to class as it disrupts the class for both your fellow classmates and for me. If you are significantly late (more than 10 minutes) or chronically late, you will be marked as absent for that day.

CANVAS SITE

All materials for the course (except for the required book) will be posted on the Canvas site for the course. This is particularly important for announcements and E-Reserves. It is a good idea to check the Canvas site regularly.

The best way to contact me is by email. Please note that I will only check and respond to emails Monday through Friday during the work day; i.e. don't expect me to respond to an email at 2 am on a Saturday. I can communicate with you only by your UNCG email account (that is the email linked to Canvas, for instance); make sure you check your UNCG email regularly.

Phones: Cellular phones **must** be silenced or turned off during class time. If your phone rings during class, you will be counted as absent for that class period. If I detect that you are using your phone to text (or surf) you will also be counted as absent for that day. Subsequent offenses will be treated with increasing severity.

Academic Integrity Policy:

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. Make sure you read and understand the policy, which is available at: <http://academicintegrity.uncg.edu/complete/>
If you have any questions about any aspect of this policy, including what constitutes plagiarism, please consult the professor.

UNCG's Academic Integrity Policy defines plagiarism as "representing the words of another, as one's own in any academic exercise" (<http://academicintegrity.uncg.edu/complete/>). Plagiarism includes both 1) failure to cite sources for ideas and words you use; and 2) submitting all of parts of someone else's

work as your own. Be sure to cite fully all material you use, whether you are paraphrasing or using a direct quote.

Please note that plagiarism (this includes copying internet text for papers), cheating, and other violations of academic integrity are serious offences and will not be tolerated in the class or anywhere else in the University.

COVID-19 INFORMATION (PLEASE READ)

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Should we return to a face to face format, we will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time. A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues

you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

Additional Requirements and Advice

1. In case later consultation should prove necessary, students should keep copies of all graded assignments until the end of the semester (at least).
2. All course requirements must be completed to receive a grade for the class.
3. Consultation of websites not assigned on the syllabus: many students feel that they can obtain the “answer” (or even a good interpretation) concerning a historical problem by simply looking it up on the web. While the web has many uses, this is almost invariably a fatal strategy. Looking up someone else’s ideas is no substitute for your own analysis. Some observations from the instructor’s point of view: 1) use of a web-site without citing it is plagiarism, which, if detected, can result in serious academic penalties (see above); 2) instructors can often detect uncited use of a website when either the writing style of the student’s paper changes drastically, or when facts/ideas/dates/people not discussed in class or in any of the assigned readings appear in an assignment. Again, I don’t want to discourage you from gaining more perspectives by using the web. What I’m saying is that ultimately you are being evaluated on **your** analysis of the **assigned** readings, not on your ability to plug the ideas of some website into your essay.

VOTING:

Public safety and democracy are both being tested at the moment. Citizens need to protect both. That said, we strongly encourage students who are registered at UNCG to vote on campus during the early voting period, which begins October 15th. Voting in person is the very best way to make sure that there are no problems with your registration and that your vote is counted in a timely fashion. Unfortunately, many absentee ballots by mail may not be counted in a timely fashion or at all this year because citizens either do not put the correct postage on the letter, do not have the correct signatures on the letter, or will be relying on a slowed down U.S. mail service.

If you are registered to vote at UNCG, your plan should also include requesting an absentee ballot by mail. We encourage students to do so as there is the possibility they

will be sent home before early voting begins. You can request an absentee ballot by mail and then vote in person with no penalty or problem, as long as you don't vote twice – a felony. For those already registered in North Carolina, whether in Durham or at a home address elsewhere in the state, we encourage NC voters to request an absentee ballot by mail. Here is the link that explains how to do so.

https://s3.amazonaws.com/dl.ncsbe.gov/Outreach/Absentee/FAQs_Absentee_Voting_2020_FINAL.pdf

<https://olce.uncg.edu/students/voting/>

Lecture and Reading Schedule:

I. THE RISE AND ESTABLISHMENT OF THE ISLAMIC STATE (7-10TH CENT.)

Week 1: Introduction

Aug. 18. Class Organization, Syllabus, Open Discussion of General Themes

Aug. 20. Zoom Orientation, Introduction to the Middle East/Geographic Overview

Week 2: The Pre-Islamic Near East and The Rise of Islam

Aug. 25. The World Before Islam: The Byzantine and the Sasanian Empires (pre-recorded, Lecture 2)

Discussion:

Primary Source: Jahiliya Poetry (course document)

Egger, Preface: xix-xxvii; Ch. 1, 1-15

Recommended:

A. Cameron, *The Mediterranean World in Late Antiquity*, 152-96

Aug. 27. Pre-Islamic Arabia, The Prophet Muhammad, The Qur'an (pre-recorded. Lecture 3)

Discussion:

Primary Source: The Constitution of Madina (course document)

DUE IN CLASS #1

[map assignment due]

Egger, Ch. 1: 16-32

Denny, W. "Ummah in the Constitution of Madinah," *Journal of Near Eastern Studies* 36.1 (1977): 39-47. **READ pp. 40-42.**

Week 3: The Rashidun Caliphate

Sept. 1. The Age of Conquests and the Rashidun Caliphs (pre-recorded, Lecture 4)

Discussion:

Primary Sources: Accounts of the Conquest of Egypt (course document)

DUE IN CLASS #2

Egger, Ch. 2: 35-45, Ch. 3: 65-70

Sept. 3. The First Civil War (pre-recorded, Lecture 4)

Discussion: NO CLASS, **WATCH:** Screening of Part I of "Islam: Empire of Faith" on YouTube or via Library

Week 4: The Umayyad Caliphate (Lectures 5 and 6)

Sept. 8. The Umayyads, The Second Civil War (pre-recorded, Lecture 5)

Discussion:

Primary Sources: Tax Rescript of 'Umar II (course document)

DUE IN CLASS #3

Umayyad Coins (in class)

Egger, Ch. 2: 46-62, Ch. 3: 71-72

Gibb, H. A. R., "The Fiscal Rescript of Umar II," *Arabica* 2 (1955), 1-16.

READ pp. 2-7.

***EXTRA CREDIT: "When Women Won the Right to Vote: An American Fiction" by Dr. Lisa Tetrault, September 9, 4:30-6pm, ZOOM.**

Sept. 10 Umayyad Art and Architecture: Religious Buildings and Desert Castles (pre-recorded, Lecture 6)

Discussion:

Primary Sources: Dome of the Rock, Mosque of Damascus, Qusur (in class)

PICK ONE:

Bacharach, J. "Marwanid Umayyad Building Activities" *Muqarnas* 13 (1996): 27-44.

Genequand, D. "Umayyad Castles: the shift from Late Antique Military Architecture to early Islamic Palatial Building." in H. Kennedy (ed.) *Muslim Military Architecture in Greater Syria*, 3-25

Grabar, O. "Umayyad 'Palace' and the 'Abbasid 'Revolution'," in *Early Islamic Art, 650-1100*, Volume I, *Constructing the Study of Islamic Art* (Hampshire: Ashgate Publishing Limited, 2005). First published in *Studia Islamica* 18 (1963): 5-18.

Week 5: The Abbasid Caliphate

Sept. 15. The Early Abbasids, The Third and Fourth Civil Wars, and Baghdad (pre-recorded, Lecture 7)

Discussion:

Primary Sources: Description of Baghdad (course document)

DUE IN CLASS #4

Baghdad (in class)

Egger, Ch. 3, 73-75. 91-94

WATCH: Screening of first segment of Part II "Islam: Empire of Faith" documentary (PBS) on YouTube or via Library

Sept. 17. Al-Andalus and the Islamic-Christian Frontier (pre-recorded, Lecture 8)

Discussion:

Primary Source: The Conquest of Spain and Battle of Poitiers (course document)

DUE IN CLASS #5

Egger, Ch. 4: 106-110

Watt, M. and P. Cachia, *A History of Islamic Spain* (Piscataway, NJ: Aldine Transaction, 2008 [orig. printing 1965]), 1-51.

WATCH: Screening of second segment of Part II of "Islam: Empire of Faith" documentary (PBS) on YouTube or via Library

***EXTRA CREDIT: "The Legacy of Fatima: Gender, Succession, and Inheritance in Medieval Shi'ism." By Dr. Alyssa Gabbay (UNCG). September 17, 5-6pm, ZOOM.**

II. THE FLOWERING OF ISLAMIC CULTURE (8-10TH CENT.)

AND THE SHI'ITE CENTURY

Week 6: Exam and Jihad

Sept. 22. NO CLASS

DUE: EXAM 1 (covering Lectures 1-8)

Sept. 24. The Byzantine-Islamic Frontier and the Concept of Holy War (pre-recorded. Lecture 9)

Discussion:

Primary Source: Shaybanī's *Siyar* (course documents)

Al-Shaybanī, Muḥammad, ibn al-Hasan. *The Islamic Law of Nations:*

Shaybanī's Siyar. Trans. by Majid Khadduri. Baltimore: The Johns Hopkins Press, 1966. 75-83, 85, 87-102, 142-148, 150-151, 154-160, 195-197, 203, 205, 208, 216-218, 225-226.

Various archaeological surveys and excavations (in class)

Egger, Ch. 9: 251-261

Recommended:

Dennis, G.T. "Defenders of the Christian People: Holy War in Byzantium." *The Crusades from the Perspective of Byzantium and the Muslim World*. Ed. Angeliki E. Laiou and R.P. Mottahadeh. Washington, D.C. 2001, 31-39.

Donner, F. "The Sources of Islamic Conceptions of War," in J. Kelsay and J. T. Johnson (eds.) *Just War and Jihad: Historical and Theoretical Perspectives on War and Peace in Western and Islamic Traditions* (Westport, CT: Greenwood Press, 1991): 31-69.

Hillenbrand, C. *The Crusades: an Islamic Perspective* (1999), 94-97.

Week 7: Religious Communities in Islamic Lands

Sept 29. Syriac Christians (pre-recorded, Lecture 10)

Discussion:

Primary Source: Jacob of Edessa's *Canonical Responsa*

Tannous, J. (introduction and translation) in: C. Sahner and N. Hurvitz, eds., *Conversion to Islam in Pre-Modern World History: A Sourcebook* (University of California Press, expected publication in 2020).

DUE NEXT CLASS #6

Egger, Ch. 3: 76-89, Ch. 5: 132-149, Ch. 8: 237-241, Ch. 9: 268-272

Cameron, A. "Interfaith Relations in the First Islamic Century," *Bulletin of the Royal Institute for Inter-Faith Studies* 1, no. 2. (Autumn 1999): 1-12.

Oct 1. Sunni and Shi'i Religious Communities (pre-recorded, Lecture 11)

Discussion

Primary Source: Abu al-Fida's Public Cursing (course documents)

Recommended:

Hodgson, M. "How did the Early Shi'a Become Sectarian?" *JAOS* 75 (1955): 1-13.

Week 8: Legitimacy and Law and the City

Oct. 6. Legitimacy and Law (pre-recorded, Lecture 12)

Discussion:

Primary Source: Political Debates (course documents)

Examples of legal cases

Egger, Ch. 5: 122-131, Ch. 9: 273-276

Schacht, J. *An Introduction to Islamic Law*. (Oxford: Clarendon Press, 1-5.

Recommended:

Sharon, M. "The Development of the Debate Around the Legitimacy of Authority in Early Islam," *Jerusalem Studies in Arabic and Islam* 5 (1984): 121-41

Oct. 8. The Islamic City (pre-recorded, Lecture 13)

Discussion:

Primary Source: various Cities (in class)

Egger, Ch. 9: 262-266

PICK ONE:

Kennedy, H. "From *Polis* to *Madina*: Urban Change in Late Antique and Early Islamic Syria," *Past and Present* 106 (1985): 3-27.

Abu-Lughod, J. "The Islamic City – Historic Myth, Islamic Essence, and Contemporary Relevance," *IJMES* 19.2 (1987): 155-76.

Whitcomb, D. "An Urban Structure for the Early Islamic City" *Cities in The Pre-Modern Islamic World* (2007), 15-26

***EXTRA CREDIT: "A Revolution of Their Own: The Ottoman Women's Movement." By Dr. Didem Havlioğlu (Duke). October 6, ZOOM.**

Week 9: Agriculture, Trade, and the Rise of Cairo and the Fatimids

Oct. 13. Geographical Accounts and Cartography (pre-recorded, Lecture 14)

Discussion:

Primary Source: Idrisī World Map (in class)

DUE IN CLASS #7

Geographical accounts (in class)

Al-Muqqadasī, *The Best Divisions for Knowledge of the Regions (Ahqāsan al-Taqāsīm fī Ma'rifat al-Aqālīm)*, transl. by Basil Collins.

(Reading, UK: Garnet Publishing, 2001), pp. 1-8.

Maqbul Ahmad, S. "Djuḡhrāfiyā" *Encyclopedia of Islam*. New Edition, Volume 2, 575-587.

Oct. 15. Trade, Agriculture, and Rural Settlement (pre-recorded, Lecture 15)

Discussion:

Primary Source: Cairo Geniza letter (course document)

Stillman, N. A. "The Eleventh Century Merchant House of Ibn 'Awkal (A Geniza Study)" *Journal of the Economic and Social History of the Orient* 16 (1973): 15-88.

Egger, Ch. 4: 111-120, Ch. 9: 267

[final paper assignments given]

III. THE REPOSITIONING OF THE ISLAMIC EMPIRE (10-12TH CENT.)

Week 10: The Rise of Cairo and the Fatimids

Oct. 20. Researching the Final Paper

DUE: EXAM 2 (covering Lectures 9-15)

Oct. 22. The Fatimids and al-Qahira (pre-recorded, Lecture 16)

Discussion:

Primary Source: Cairo (in class)

Egger, Ch. 4: 100-105, Ch. 6: 170-175, Ch. 8: 242-249

Walker, P. *Caliph of Cairo: al-Hakim bi-Amr Allah 996-1021*. Cairo: American University in Cairo Press, 2010. (Read Ch 1: 3-12).

Week 11: North Africa and Spain

Oct. 27. Almoravids and Almohads (pre-recorded, lecture 17)

Discussion:

Primary Sources: Madinat al-Zahra' (in class)

Alhambra (in class)

Epic and Romantic Poetry (course document)

Egger, Ch. 6; 178-198, Ch. 8: 220-226

Watt and Cachia, *History of Islamic Spain*, 82-126.

Oct. 29. Mediterranean Connections: Coastal Fortified Settlements & Inland Slave Trade (pre-recorded, Lecture 18)

Discussion:

Primary Sources: Accounts of Africans, Gold, and Slavery (course documents)

Sijilmasa, Monastir (in class) **DUE IN CLASS #8**

Egger, Ch. 9: 238-241

El'Ad, A. "The Coastal Cities of Palestine During the Early Middle Ages," *The Jerusalem Cathedra* 2 (1982): 146-67.

Miller, J. A. "Trading through Islam: The Interconnections of Sijilmasa, Ghana and the Almoravid Movement," in J. Clancy-Smith (ed.), *North Africa, Islam and the Mediterranean World* (Portland, OR: Frank Cass, 2001), 29-58.

***EXTRA CREDIT: "Conversation with Author Laila Lalami." With Laila Lalami and Dr. Omar Ali (UNCG). Oct. 27, 6:30 or 7pm. ZOOM**

Week 12: Local Autonomies and Crisis of the Caliphate

Nov. 3. The Later Abbasids and Samarra (pre-recorded. Lecture 19)

Discussion:

Primary Source: Samarra (in Class)

Egger, Ch. 4: 95-96

Kennett, D. "The Form of the Military Cantonments at Samarra. The Organisation of the Abbasid Army," in *A Medieval Islamic City Reconsidered: an interdisciplinary approach to Samarra*, ed. by Chase F. Robins (Oxford: Oxford University Press, 2001), 157-182.

Nov. 5. Nomads and Settlers: the Bedouin Dynasties (pre-recorded. Lecture 20)

Discussion:

Donner, F. "The Role of Nomads in the Near East in Late Antiquity (400-800 C.E.). In: *Tradition and Innovation in Late Antiquity*. Edited by F. M. Clover and R. S. Humphreys. Madison: University of Wisconsin Press, 1989, pp. 73-85.

Week 13: The East and the Arrival of the Turks

Nov. 10. The Eastern Provinces, The Buyids, Provincial Autonomy Movements (pre-recorded, Lecture 21)

Discussion:

Primary Source: 1001 Nights- Sixth Voyage of Sindbad (course documents)
Accounts of China and India

COMPARISON, DUE IN CLASS #9

Egger, Ch. 4, 97-99, Ch. 6: 157-159

Nov. 12. Ghaznavids, the Saljuq Migration, and Anatolian Civilization (pre-recorded, Lecture 22)

Discussion:

Primary Source: Mu‘tamar ‘Ulamā’ Baghdād

Egger, Ch. 6: 160-169, 176-177, Ch. 7: 210-217; Ch. 8: 227-236

Morgan, D. *Medieval Persia 1040-1797* (NY: Longman, 1988) 25-40.

WATCH: Writing the Introduction of your Paper (pre-recorded lecture)

Week 14: The Crusades and Islamic Responses (Lecture 22)

Nov. 17. Crusaders, Zangids, and Ayyubids; Castles and Military Architecture (pre-recorded lecture)

Discussion:

Primary Sources: Christians and Muslims View Each Other (course document)

DUE IN CLASS #10

Egger, Ch. 7: 199-209

Screening of third segment of Part II of “Islam: Empire of Faith” documentary (PBS)

SEND draft papers out for peer-review to classmate partners

WATCH Kingdom of Heaven (Ridley Scott, 2005) and complete Question sheet.

Nov. 19. **DUE** Kingdom of Heaven questions

Week 15: CLASS INSTRUCTION OVER

Nov. 24-Last Day of CLASSES. NO CLASS.

RETURN edited papers to students from peer-review

DUE EXAM 3 (covering Lectures 16-22 and Film).

Nov. 26 THANKSGIVING – NO CLASS

Week 16: FINALS WEEK (no final exam)

Dec. 3: **[All Final Papers due]**