

**Introduction to Islamic History and Civilization,
1200 C.E. - present**

Topics in Pre-Modern World History II (HIS 209-01)

Spring 2014

Lecture: Monday, Wednesday, and Friday 12:00-12:50 AM
Graham (GRAM) 402

Instructor: Dr. A. Asa Eger

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Office Hours: Mondays and Wednesdays, 2 PM – 3 PM, by appointment only

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Description:

By the tenth and eleventh centuries, Islamic civilization from Spain to Central Asia had reached its peak with a system of elaborate cities, expansive trade networks, and profound achievements in arts and architecture, science, literature, law, political and religious thought. However, by the twelfth century, contact with western European world with the onset of the Crusades and with the eastern world with the advent of Turkic nomads fundamentally transformed the course of Islamic civilization. In this course we will examine how these changes reverberated through medieval and modern Islamic history in two parts. The first part will familiarize students with the dynamic history and changes in Islamic cultural process from time of the Crusaders through the legacy of the Mongols. The second part will explore the transition of the medieval to modern Islamic world, focusing on the formation of the “gunpowder” Ottoman, Safavid, and Moghul Indian empires and the effects of nationalism in shaping the modern Middle East. Throughout the course we will focus on themes of tradition and change in Islamic society with the assimilation, influence, and conflict of non-Arab and non-Muslim cultures. We will also focus on the relationships of nomadic and tribal groups and the state. A third theme will be on how successive ruling groups appropriated and legitimized their power. 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 1200 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 after 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 expansion of Islam. They will be able to describe the historical, geographic, aesthetic, and religious contexts of the pluralistic Islamic world and explain various motivations for the 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:

There will be two 50 minute lectures per week on Monday and Wednesday. Each week will end with a discussion session on Friday for 50 minutes which will include class activities and in-class assignments. Attendance is required, as lectures will frequently include material not covered in the assigned readings, for which you will also be responsible for on exams. Please read the assigned materials during the week assigned and come to classes prepared with questions and observations. Readings will be discussed in greater depth in the discussion sessions and so it is required that you do the readings and come to Friday classes. **You must bring in the primary source readings to class with you.**

No prerequisite is required to take this course.

Readings:

Readings for each week are given on the attached syllabus. These will mainly come from your textbook and articles posted on e-reserves. 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 bring the readings with you** 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.

Lecture handouts will accompany most lectures 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

Required text: (used and new copies available from bookstore)
Eggers, Vernon O. *A History of the Muslim World since 1260: The Making of a Global Community*. Upper Saddle River, NJ: Pearson Prentice Hall, 2008.

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.

Assignments:

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) given out in class for you to take home and 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). **Late maps will be penalized one letter grade.**

Quizzes: There will be three pop quizzes based on the readings due for that day. They will take up the first ten minutes of class in the discussion session (Friday). 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 examinations for the course. These will consist of a number of brief identifications, short answer, and essay questions. 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. 511-517). 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. **If you must miss an exam you must let me know in writing before the date and there will be a make-up exam, otherwise you will receive a zero.**

Response Paper: A final response paper will be turned in on the day of the third exam that is between 3-5 pages (800-1500 words, double spaced). The paper will be uploaded using SafeAssign on Blackboard to the course folder. The paper will respond to a question that synthesizes many of the themes learned during the semester. This is not a research paper and no outside reading is required. You will draw from your readings, lectures, and discussion sections. Grading will be on your ability to construct a clear and persuasive argument. **Late papers will be penalized one letter grade.**

Grading

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

Class Participation/Attendance	15%
Map Assignment	10%
Quizzes	10%
Exam 1:	15%
Exam 2:	15%
Exam 3:	15%
Final Response Paper	20%

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, **whether excused or unexcused**, I will drop your final grade by three points and /or reserve the right to drop you from the course. All assignments must be turned in on time; those turned in late will not receive credit.

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.

BLACKBOARD SITE

All materials for the course (except for the required book) will be posted on the Blackboard site for the course. This is particularly important for announcements and E-Reserves. It is a good idea to check the Blackboard site regularly. You can get to our Blackboard here: <https://blackboard.uncg.edu/webapps/portal/frameset.jsp>

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 Blackboard, for instance); make sure you check your UNCG email regularly.

Laptops in the Classroom: Laptops may *not* be used in the classroom.

Phones: Cellular phones *must* be silenced or turned off in the classroom. 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:

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.

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 or 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.

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. Late Work: 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. .
4. 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.

Lecture and Reading Schedule:

I. THE MIDDLE ISLAMIC PERIOD: CRUSADERS, MAMLUKS, AND MONGOLS (12-14th CENTURIES)

Week 1: Geography and Early Islamic History

M January 13 Course Introductions and Geography of the Middle East

W January 15 Overview of Early Islamic History until c. 900

· Eggers, p. xviii-xxiv

· Cleveland, "The Rise and Expansion of Islam," p. 5-35

F January 17 Overview of Early Islamic History, c. 900-1200

Week 2: Crusaders and Mamluks

M January 20: **NO CLASS**

W January 22 The Crusades and the Turks

Screening of PBS Documentary: *Islam, Empire of Faith*

· Eggers, xxiv-xxx

· Eggers, 13-17

[Map Assignment due]

F January 24 The Mamluk Regime in Egypt and Syria

Primary Sources:

· Ibn Taghribirdi. Selected Obituaries. *History of the Kings of Egypt (al-Nufum al-Zahira fi Muluk Misr wa al-Qahira)*. Ed. and trans. William Popper, selected, revised, and annotated by J. Woods. Vols. 5-7, 13-14, 17-19, 22 (1915-1960). **READ 10 ENTRIES**

· "The Tale of Ma'ruf the Cobbler." *A Thousand and One Nights (alf Layla wa Layla)*.

· Inscription on the Madrasa-Mosque of the Sultan Qala'un [in class]

Week 3: The Mongols

M January 27 Chinggis Khan and the Mongol Conquests
·Eggers, 1-13

W January 29 The Mongols in Russia and Central Asia and Iran

F January 31 The Mongols in the Middle East: Discussion of Readings
Screening of Documentary: *The Secrets of Genghis Khan* (2003)

Primary Sources:

·Ibn al-Athir. "Year 617 (C.E. 1220-21): Account of the Irruption of the Mongols into the Lands of Islam." *al-Kamil fi al-Ta'rikh*. Edited by K.J. Tornberg, trans. J. Woods. Vol. 12. 1851-1876). Pp. 233-235

·Rashid al-Din. "The Mongol Conquest of Baghdad." *Jami' al-Tavarikh*. Edited by Bahman Karimi, trans. J. Woods. (1959). Pp. 698-715.

Week 4: Politics and Society in the Middle Islamic Period

M February 3 Pastoralism and Politics in the Middle Periods

Primary Source:

·Ibn Khaldun. *The Muqaddimah: An Introduction to History* (abridged edition). Trans. F. Rosenthal, ed. N.J. Dawood, some passages restored R. Dankoff. (1969). Selections pp. 1-22.

W February 5 Religion and Society in the Middle Periods
·Eggers, 34-61

F February 7 Screening of Film: *Grass: A Nation's Battle For Life* (1925)

Week 5: The Mongol Successors

M February 10 Mongol Successors I: Timur and his Conquests

Primary Source:

·Ibn Khaldun. "Meeting with Timur." *Ibn Khaldun and Tamerlane*. Trans. By Walter J. Fischel, annotated by J. Woods. 1952. Pp. 29-47.
·Eggers, 26-33, 102-107

W February 12 Mongol Successors II: The Later Timurids and their Legacy

Primary Source:

Shahr-i Sabz, Samarqand [in class]
·Eggers, 143-153

F February 14 **EXAM 1** (Lectures and Discussions 1-13)

II. THE LATE ISLAMIC PERIOD: **OTTOMANS, SAFAVIDS, AND MUGHALS (15-17TH CENTURIES)**

Week 6: The Ottoman Empire

M February 17 The Rise of the Ottoman Empire

Primary Source:

Inscription on Shehadet Mosque by Sultan Murad I [in class]
·Eggers, 21-25, 63-65

W February 19 Ottoman Empire at its Height
·Finkel, Caroline. *Osman's Dream*. Pp. 1-80.

F February 21 Early Ottoman Capitals and Architecture
·Robert Ousterhout, "The East, the West, and the Appropriation of the Past in Early Ottoman Architecture," *Gesta* 43.2 (2004): 165-176
·Aptullah Kuran, "A Spatial Study of Three Ottoman Capitals: Bursa, Edirne, and Istanbul," *Muqarnas* 13 (1996): 114-131

Week 7: The Ottoman Empire II

M February 24 Women and Patronage in Ottoman Society

Primary Source:

Constantinople: Atik Valide Complex and Çemberlitaş Hamam [in class]
·Ogier Ghiselin de Busbecq, *The Turkish Letters, 1555-1562* from C. T. Forster and F. H. B. Daniel, eds., *The Life and Letters of Ogier Ghiselin de Busbecq, vol. I* (London: Kegan Paul, 1881).
·*A Visit to the Wife of Suleiman the Magnificent* (Translated from a Genoese Letter), c. 1550. From Eva March Tappan, ed., *The World's Story: A History of the World in Story, Song, and Art*, (Boston: Houghton Mifflin, 1914), Vol. VI: *Russia, Austria-Hungary, The Balkan States, and Turkey*, pp. 509-510.

W February 26 Jannisaries and Mehterhane Music

Primary Source:

Mehter Music [in class]

·Ogier Ghiselin de Busbecq, *The Turkish Letters, 1555-1562* from C. T. Forster and F. H. B. Daniel, eds., *The Life and Letters of Ogier Ghiselin de Busbecq, vol. I* (London: Kegan Paul, 1881).
·Eggers, 67-101

F February 28 Decline of the Ottoman Period and Discussion
Screening of PBS Documentary: *Islam, Empire of Faith*

Week 8: The Safavids

M March 3 The Safavids: Religious Order to Empire

·Eggers, 153-180

W March 5 Safavid Rule in Iran

F March 7 Safavid Views: Discussion of Readings

Primary Sources:

- Eskander Beg Monshi. *History of Shah 'Abbas the Great (Tarik-e 'Alam-ara-ye 'Abbasi)*. Translated by R.M. Savory, adapted and abridged by R. Dankoff. Vol. 1. (1978). 1-17.
- Fazl Allah b. Ruzbihan Khunji-Isfahani. *Persia in A.D. 1478-1490 (Tarikh-I Alam-Ara-yi Amini)*. Trans. V. Minorsky, revised and augmented J. Woods, adapted and abridged R. Dankoff (1992). 18-23.
- Domenico Romano. "The Travels of a Merchant in Persia," in *A Narrative of Italian Travels in Persia, in the Fifteenth and Sixteenth Centuries*. Trans. and edited by C. Grey. (1873), 23-28.

Week 9: SPRING BREAK

M March 10 through F March 14

NO CLASS

Week 10: The Safavid Empire II

M March 17 Safavid Architecture

Primary Sources:

Isfahan [in class]

WATCH ON YOUR OWN:

·Islamic Art Spots: Mosques and Religious Architecture

<http://bridgingcultures.neh.gov/muslimjourneys/items/show/220>

·Islamic Art Spots: Geometry

<http://bridgingcultures.neh.gov/muslimjourneys/items/show/224>

W March 19 Safavid Arts of the Book

Primary Sources:

·Islamic Manuscript Painting (*Shahnameh, Zafarnameh, Mirajnameh, Khalila wa Dimna, Haft Awrang*) [in class]

WATCH ON YOUR OWN:

·Islamic Art Spots: Arts of the Book and Miniature Painting

<http://bridgingcultures.neh.gov/muslimjourneys/items/show/225>

·Islamic Art Spots: Calligraphy

<http://bridgingcultures.neh.gov/muslimjourneys/items/show/219>

F March 21 The Spread of Islam to Africa and Southeast Asia

·Ali, *The African Diaspora in the Indian Ocean World*

·Ali, pages 14 and 15 of *NC Conversations*

·Eggers

Week 11: The Mughals

M March 24 Islam in India

W March 26 The Mughal Dynasty

Primary Source:

Yog Vashist and Bahr al-Hayat [in class]

·Eggers, 17-20, 181-219

·Cambridge History of Islam, Vol. 2: 30-34; 35-64

F March 28 **EXAM 2** (Lectures and Discussions 14-27)

III. THE MODERN PERIOD:

ISLAM AND THE WEST, IMPERIALISM, AND NATIONALISM (18-21st CENTURIES)

Week 12: Islam and the World, Larger Themes

M March 31 Decline of the Gunpowder Empires and What Went Wrong?
·Egger, 108-142

W April 2 The Expansion of Islam and the Rise of Western Europe
·Egger, 220-255

F April 4 Discussion of Second Exams and WRITING WORKSHOP

Week 13: The Loss of Sovereignty

M April 7 Reform in the Ottoman Empire and Egypt
·Eggers, 257-314

W April 9 Islamic Modernism, Despotism, and Imperialism
·Eggers, 315-368

F April 11 Discussion of Tanzimat Reforms

Primary Sources:

·*Hatt-i Sherif of Gülhane* (“Rose Garden Decree”)

·*Hatt-i Humayun* (“Imperial Decree”)

Week 14: The Emergence of States and Nationalism, Topics in Modern Islam

M April 14 Emergence of Modern States, Development of States and Nationalism

Primary Sources:

Maps of World War I

·Eggers, 369-403

W April 16 Zionism and the Birth of Israel

Primary Sources:

Archaeology as Politics and Zionism

·Eggers, 412-457

F April 18 **SPRING HOLIDAY – NO CLASS**

Week 15: Topics in Modern Islam

M April 21 Screening of Film: City of Borders
·Eggers, 403-411

W April 23 Gender and Sexuality in Islam

F April 25 **REVIEW**

Week 16:

M April 28 **EXAM 3** (Lectures and Discussions 28-38)
[RESPONSE PAPERS DUE]