

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

Topics in Pre-Modern World History II

Spring 2016

Lecture: Monday and Wednesday, 12:00-12:50 MHRA 1215

HIS 209-01 Friday 12:00-12:50 AM, CURRY 309

HIS 209-02 Friday 1:00-1:50 AM, CURRY 332

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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. Identify and explain historical duration, succession, and change in terms of human agency and larger systems or structures that characterize the period after 1200 C.E. as “Islamic.”
2. Utilize historical thinking to contextualize and analyze primary and secondary sources representing different points of view for the expansion of Islam.

3. Challenge and historicize current ideas and stereotypes of Islam.
4. Use evidence-based reasoning to interpret the past coherently orally and in writing.

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. 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.

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 primary sources 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. **You must bring in the primary source readings to class 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:

All Assignments must be turned in as a hard copy.

In-Class Assignments: There will be, throughout the course, 10 in-class assignments which sometimes you will complete and hand in during class and sometimes you will be asked to take these home and work on them, returning them the following class. These often will involve group work. These **cannot** be made up if you miss the class, as they count towards half your class participation grade.

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 per day** [SLO 1]

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.** [SLO 2]

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.** [SLO 1, 2]

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 Canvas 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 per day.** SLO 3, 4]

Grading

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

In-Class Assignments/Class Participation	10%
Map Assignment	10%
Quizzes	10%
Exam 1:	15%
Exam 2:	15%
Exam 3:	15%
Final Response Paper	25%

Grading Scale:

100-97% = A+	79-77 = C+	59 or lower = F
96-93 = A	76-73 = C	
92-90 = A-	72-70 = C-	
89-87 = B+	69-67 = D+	
86-83 = B	66-63 = D	
82-80 = B-	62-60 = D-	

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.

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 hours. 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.

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 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."¹ 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.

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.
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. Use of a web-site without citing it is plagiarism, which, if detected, can result in serious academic penalties (see above). I don't want to discourage you from gaining more perspectives by using the web. Ultimately you are being evaluated on **your** analysis of the **assigned** readings, not on your ability to plug the ideas of a 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 11 Course Introductions and Geography of the Middle East

W January 13 Overview of Early Islamic History

·Eggers, p. xviii-xxiv

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

F January 15 Overview of Early Islamic History, **CLASS ASSN. 1**

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

¹ <http://academicintegrity.uncg.edu/complete/>.

Week 2: Crusaders and Mamluks

M January 18: **NO CLASS**

W January 20 The Crusades and the Turks

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

·Eggers, xxiv-xxx, 13-17

[Map Assignment due]

F January 22 The Mamluk Regime in Egypt and Syria, **CLASS ASSN. 2**

Primary Sources:

·Ibn Taghribirdi. *History of the Kings of Egypt*, READ 10 OBITUARIES

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

Week 3: The Mongols

M January 25 Chinggis Khan and the Mongol Conquests

·Eggers, 1-13

W January 27 The Mongols in Russia and Central Asia and Iran

F January 29 The Mongols in the Middle East, **CLASS ASSN 3**

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."

·Rashid al-Din. "The Mongol Conquest of Baghdad."

Week 4: Politics, Religion, and Society in the Middle Islamic Period

M February 1 Pastoralism and Politics in the Middle Periods

Primary Source:

·Ibn Khaldun. *The Muqaddimah: An Introduction to History*, pp. 1-22.

W February 3 Religion and Society in the Middle Periods

·Eggers, 34-61

F February 5 Film: *Grass: A Nation's Battle For Life* (1925), **CLASS ASSN 4**

Week 5: The Mongol Successors

M February 8 Mongol Successors I: Timur and his Conquests

·Eggers, 26-33, 102-107

Primary Source:

·Ibn Khaldun. "Meeting with Timur."

W February 10 Mongol Successors II: The Later Timurids and their Legacy

·Eggers, 143-153

Primary Source:

Shahr-i Sabz, Samarqand [in class]

F February 12 **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 15 The Rise of the Ottoman Empire

·Eggers, 21-25, 63-65

Primary Source:

Inscription on Shehadet Mosque by Sultan Murad I [in class]

W February 17 Ottoman Empire at its Height

·Finkel, Caroline. *Osman's Dream*. Pp. 1-80.

F February 19 Jannisaries and Mehterhane Music, **CLASS ASSN 5**

·Eggers, 67-101

Primary Source:

Mehter Music [in class]

·Oghier Ghiselin de Busbecq, *The Turkish Letters*, 1555-1562

Week 7: The Ottoman Empire II

M February 22 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

W February 24 Women and Patronage in Ottoman Society

Primary Source:

Constantinople: Atik Valide Complex and Çemberlitaş Hamam [in class]

·Oghier Ghiselin de Busbecq, *The Turkish Letters*, 1555-1562

·*A Visit to the Wife of Suleiman the Magnificent*

F February 26 Decline of the Ottoman Period and Discussion

Screening of PBS Documentary: *Islam, Empire of Faith*, **CLASS ASSN. 6**

Week 8: The Safavids

M February 29 The Safavids: Religious Order to Empire

·Eggers, 153-180

W March 2 Safavid Rule in Iran

F March 4 Safavid Views: Discussion of Readings, **CLASS ASSN. 7**

Primary Sources:

- Eskander Beg Monshi. *History of Shah 'Abbas the Great*
- Fazl Allah b. Ruzbihan Khunji-Isfahani. *Persia in A.D. 1478-1490*
- Domenico Romano. "The Travels of a Merchant in Persia"

Week 9: SPRING BREAK – NO CLASS

Week 10: The Safavid Empire II

M March 14 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 16 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 18 Islam in India, **CLASS ASSN. 8 DUE.**

Week 11: The Mughals

M March 21 The Mughal Dynasty

·Eggers, 17-20, 181-219

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

W March 23 Yoga and Sufism under the Mughals, **CLASS ASSN. 9 DUE**

Carl Ernst, "[Muslim Interpreters of Yoga](#)"

·*Yog Vashist* [in class]

·*Bahr al-Hayat* [read online]

<http://asia.si.edu/explore/yoga/chapter-4-bahr-al-hayat.asp#intro>

<http://asia.si.edu/support/yoga/catalogue-preview.asp>

F March 25 **SPRING HOLIDAY – NO CLASS**

III. THE MODERN PERIOD:

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

Week 12: Islam and the World, Larger Themes

M March 28 Decline of the Gunpowder Empires and What Went Wrong?
·Egger, 108-142

W March 30 The Expansion of Islam and the Rise of Western Europe
·Egger, 220-255

F April 1 **EXAM 2** (Lectures and Discussions 14-27)

Week 13: Reform and The Loss of Sovereignty (18-19th centuries)

M April 4 Political Reform in the Ottoman Empire and Egypt
·Eggers, 257-314

W April 6 Islamic Reform, Modernism, Despotism, and Imperialism
·Eggers, 315-368

F April 8 Discussion of Tanzimat Reforms, **CLASS ASSN. 10**

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 11 Emergence of Modern States, Development of States and Nationalism
·Eggers, 369-403

Primary Sources:

Maps of World War I [in class]

W April 13 Zionism and the Birth of Israel

·Eggers, 412-457

Primary Sources:

Archaeology as Politics and Zionism [in class]

F April 15 WRITING WORKSHOP

Week 15: Topics in Modern Islam

M April 18 Sexuality in Islam

Screening of Film, *A Jihad for Love*

·Eggers, 403-411

W April 20 Gender in Islam

F April 22 **REVIEW**

Week 16:

M April 25 **EXAM 3** (Lectures and Discussions 28-38)

[RESPONSE PAPERS DUE]

T April 26 (Follows Friday Schedule) **NO CLASS**