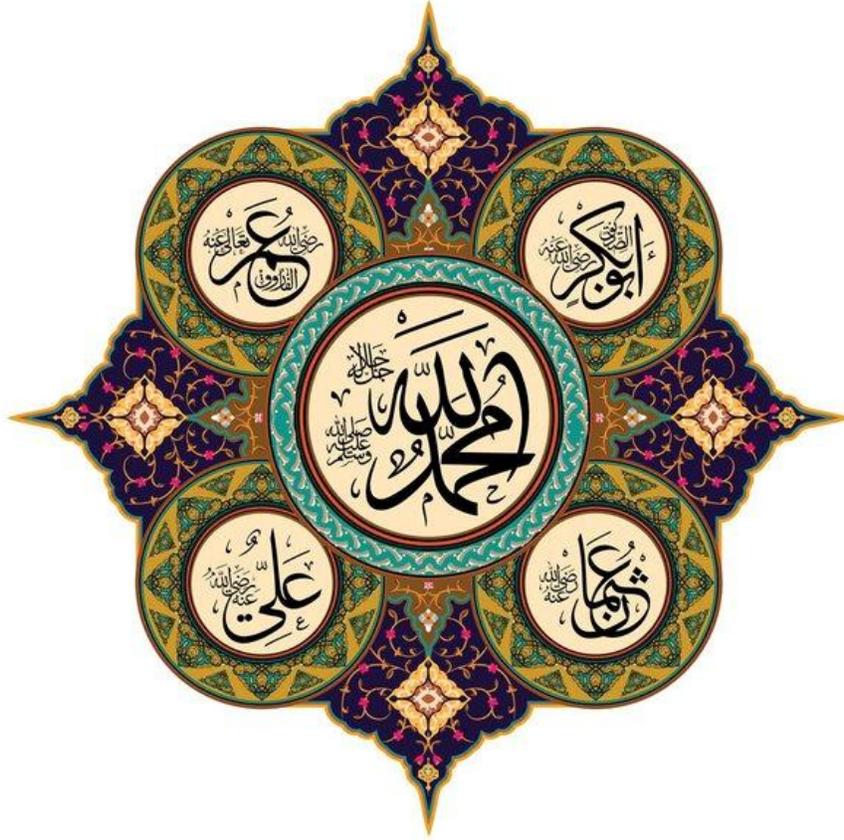


History 408: Islamic World History From Muhammad to Today



Fall Semester 2019

Time: MWF, 12-12:50

Location: Ferguson Social Sciences #309

3 Credit Hours

Dr. Sanja Kadrić

E-mail address: sanja.kadric@tamuc.edu

Office location: Ferguson Social Sciences #105

Office hours: Mondays and Wednesdays, 10:30-11:30 and 1:00-2:30

Did you know that in 1258 C.E., the grandson of Genghis Khan sacked Baghdad and killed the very last Abbasid caliph (along with quite a few other people)? Did you know that the Crusades were just sort of a blip in early Islamic History? This course will introduce you to the many fascinating individuals, events, ideas, and institutions that shaped and shape Islamic World History. We will take up what Islam has meant to different peoples and places at different times. You will learn the basic narrative of

Islamic History. This narrative will unfold chronologically but will not be confined to a single region, because Islam is widespread. In fact, it is now the second largest religion in the world. We will begin with the pre-Islamic Arabian Peninsula and the emergence of Islam in the seventh century and end in the present day. We will approach our subject through a variety of historical lenses: military, social, labor, gender, and various others. We will explore themes such as empire-building, cultural and social movements, colonialism, imperialism, decolonization, terrorism, and others.

The primary thing that I want you to take away from this class is the intersections between Islamic and World History. I also want you to know what Islam has meant to different societies and regions at different times. The crux of this takeaway is the following: Islam is not and has never been a static, unchanging monolith, and Islam is not confined to the Middle East. By learning the history of the Islamic world, you will be able to better understand contemporary events and issues and to place them in their deep context.

If you have no experience or knowledge of Islam or Islamic History, do not be intimidated or disheartened. This is a good place to start, because this course is designed to accommodate all students, irrespective of their background knowledge.

Student Learning Outcomes- This course will help you:

1. Develop knowledge of the broad history of the Islamic World and draw connections between this history and World History at large.
2. Explain historical phenomena in the Islamic World and develop research questions regarding this history.
3. Form and present original answers to research questions and engage with the historical research and arguments of others.

ACCESS AND NAVIGATION:

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu. Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Readings:

- ❖ **Required book:** Chase Robinson – *Islamic Civilization in Thirty Lives: The First 1,000 Years* - Please obtain this book from the bookstore (Amazon, etc.) immediately. If you have issues obtaining the book, please contact me immediately.
- ❖ **Other readings:** I use **MYLEO** to post other readings, class materials, and assignment instructions, so please check it regularly. If you foresee issues with

doing so (lack of technology and/or regular internet access), please let me know immediately so that we can discuss alternative arrangements.

- ❖ I reserve the right to make changes to the class schedule and assigned readings. If I do so, I will notify you ahead of time, either in class or via e-mail.
- ❖ Please check to make sure that you can access the readings on **MYLEO** the day before class. If a particular article or link is malfunctioning, get in touch with me immediately.

GENERAL EXPECTATIONS:

- ❖ **Reading** – You are expected to read, mull over and jot down notes on the readings for every class before class. We will always begin class with a writing activity (graded) based on the day’s readings, so doing the reading is essential.
 - Please bring your reading to class in hard copy or electronic format so that we can refer to it. If you take thorough notes, you can bring those.
- ❖ **Participation** – Because this course will not be conducted in the traditional lecture format, class participation is essential not just to your success but to the success of the class as a whole.
 - Participation will have **two** components:
 1. In-class discussions and activities
 2. In-class writing activity
 - Participation will be graded on a regular basis. See the “grade breakdown” section for more information.
- ❖ I encourage you to take notes during class and while reading to prepare for your quizzes and the final project. Writing the final project and taking the quizzes will be significantly easier if you already have good notes, as many themes will be recycled and revisited.
- ❖ Please feel free to raise your hand and ask questions at any point during class. If I need to table your question and address it later, I will let you know.

ASSIGNMENTS & GRADE BREAKDOWN:

Class meeting (35% of your final grade)

- ❖ Each class meeting is an opportunity to earn **50 points**.
- ❖ **Attendance: 20 points**
 - I take attendance at the start of every class. If you are not present by the time class begins, you will be considered tardy and 5 points will be deducted from your attendance. However, I realize that the many uncertainties of daily life and campus logistics sometimes conspire against you and make you late. For this reason, if you speak to me after class and simply inform me of the issue, I will happily waive the point deduction. *I am more than flexible on this, but you do need to take initiative and tell me why you were late.* If you know ahead of time that you will be tardy, notify me and I will waive the deduction.
 - If you are tardy, please enter class in the least disruptive way possible.
 - If you leave class before it is over without arranging it with me first, 15 points will be deducted from your attendance points.
- ❖ **In-class participation (verbal (10) & written(20)): 30 points**

- I will provide you with many opportunities to participate in class. I would like you to either contribute verbally **once** during every class or to show verbal engagement in your small group discussions. This is essential to our collective engagement with the material. I will keep track of who participates verbally on a class-by-class basis.
- Your in-class writing activity is worth 20 points. As long as you give it a genuine try and show that you did the reading, you will earn full points.
- ❖ **Student learning outcomes:** In class, we will focus on developing our knowledge of Islamic World History. We will use this knowledge to identify and critique arguments and form and share our own.

Quizzes (3 quizzes - 30% of your final grade)

- ❖ The quizzes will be taken in class and will ask you to recall and synthesize material from your readings, my lectures, and our class discussions. They will be closed-book and composed of multiple choice and identification questions, as well as a mini-essay. See the course schedule for quiz dates.
- ❖ You must take all the quizzes at their scheduled time. In case of an emergency or an issue beyond your control, you *may* be allowed to take a make-up quiz. However, you must contact me to discuss this and submit your proof of emergency within 1 day of the scheduled quiz.
- ❖ **Student learning outcomes:** Quizzes will help you encode historical information into your brain and to compose an argument.

Final Paper (35% of your final grade)

- ❖ Instead of a final exam, you will be writing a final paper. Feel free to start working on and/or consulting me for help on this paper immediately.
- ❖ **Due date: Friday 12/13 by 10am:** Your final paper must be e-mailed to me by December 13, 10 am. This final paper is your final exam. This means that I absolutely cannot accept any submissions after the due date.
- ❖ **Student learning outcome:** This final paper will allow you to show off what you have learned by composing an original historical analysis, explaining historical phenomena, appraising the arguments of experts, and citing properly.

Final paper: A BIOGRAPHY

Throughout the semester, we will read Chase Robinson's *Islamic Civilization in Thirty Lives: The First 1,000 Years*. His work is a compilation of short biographies of noteworthy people throughout Islamic World History. It is especially clever and fitting, because it follows a long history of biographical writing in the Islamic world. For your final paper, I would like you to follow in his footsteps and partake of this tradition.

You will first select an individual significant to Islamic World History and originating in the Islamic world (the definition of which will naturally change over time). You will then do research on this individual using academic sources. Using your research, you will write a critical biography of this individual. Your biography will cover this individual's contributions to Islamic or World History (why they are significant), the ways in which their life experiences influenced their contributions, and the greater historical context in which they lived. I will provide you with a detailed rubric for this assignment. If you have trouble choosing an individual, please get in touch with me. We can discuss your interests and find a suitable match.

This assignment must be typed and double-spaced in 12-point font, Word document format, ≈2000 words. It will be graded on (1) content, accuracy and aptness of analysis and (2) quality and accuracy of prose, grammar and style. You must consult academic literature and provide a properly-formatted bibliography. This is a tri-partite project, and each part **must** be completed for an “A” grade.

Part I – Subject Selection

- Notify me via a written assignment (1-pg, double spaced) of the individual you would like to research and why they interest you. This is worth **10/100** points.
- Due date: **Friday, September 20, 2019 (by the end of the day)**
 - Unless we have an alternative arrangement, one point will be deducted for each day that this assignment is late.

Part II – Annotated Bibliography

- Turn in an annotated bibliography listing the sources that you plan to use to research and write your final project. This is worth **10/100** points.
- Due date: **Friday, October 18, 2019 (by the end of the day)**
 - Unless we have an alternative arrangement, one point will be deducted for each day that this assignment is late.

Part III – Final Paper

- Due date: **Friday, December 13 by 10am**

SCALE:

All grades will be computed on the following standard scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or below

UNIVERSITY & COURSE POLICIES:

If you anticipate missing any portion of class for reasons beyond your control (e.g., court appearance, military duty, scheduled medical appointment), please notify me at least one day before the scheduled class period. It is in your best interest to let me know as soon as possible so we can work out an arrangement if one is possible.

If an emergency occurs, notify me within a day of the emergency (or as soon as possible, depending on the situation) to provide documentation and discuss the potential of make-up work. Make-up opportunities may be awarded at my discretion. The same goes for extensions for any assignments associated with this class. Assignments that are received late without just cause or without a previously-approved excuse will not be accepted. The due dates on the syllabus for any and all assignments will be enforced. Note these dates, commit them to your planners and

plan ahead. In case of a zombie apocalypse, don't try to reach me, I'll be out battling zombies.

E-mails: One of your jobs as a student is professionalizing yourself in preparation for whatever employment you may seek after your university years. An important element of professionalism is communication, and one of the primary modes of communication in a class is e-mail. That being said, I want you to consider class-related e-mails to me and fellow students as an exercise in professionalism. Please use formal English in your e-mails, and do not forget to sign your message with your full name. Before you shoot off an e-mail, ask yourself, "Would I send this e-mail to my boss?" If not, take some time to think on why and revise. I will respond to your e-mails in a timely manner, no later than 24 hours after receiving them.

Student conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx> Please be cool.

TAMUC attendance policy: For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Grades and grade complaints: I will return all graded assignments to you no later than a week after they are submitted, but likely much earlier. One day after receiving any graded assignment, you have the option to make an appointment with me and discuss your grade. I do not guarantee that I will change your grade, but I would be happy to hear your case.

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Disability Services: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Non-discrimination Policy: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statements: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Cellphones and Laptops: The use of a cell phone is strictly forbidden during class, and if I see you using one, you will immediately lose half of your daily points (25/50). I will not issue any warnings; I will simply deduct those points. If you experience a pressing need to use your cell phone, you can either let me know before class or simply excuse yourself from the class briefly.

Laptops are allowed in class as long as they are completely silent and not disruptive to your fellow students and I. If an issue arises, I will bring it up with you individually. If your laptop is found to be excessively disruptive, I reserve the right to revoke your laptop privileges.

Final Note: This syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for me to modify the syllabus during the semester. Any changes will be announced in advance. It is your responsibility to keep track of these changes once they are announced.

Week 1 – The Birth of Islam and the Early Islamic Conquests

- 1.1 M, August 26** Introduction to the course
- 1.2 W, August 28**
1. Chase Robinson, *Islamic Civilization in Thirty Lives*, pgs. 7-19.
 2. Robert Irwin, “Islamic Art in Context,” pgs. 38-55.
- 1.3 F, August 30**
1. Fred Donner, *Early Islamic Conquests*, pgs. 3-55.

Week 2 – The Messenger, the Message, and the Community

- 2.1 M, September 2** LABOR DAY – NO CLASSES
- 2.2 W, September 4**
1. Chase Robinson, *Islamic Civilization in Thirty Lives*, pgs. 20-41.
 2. Fred Donner, *Early Islamic Conquests*, pgs. 55-90.
- 2.3 F, September 6**
1. Stephen Dale, “Tradition versus Charisma: The Sunni-Shi’i Divide in the Muslim World,” OSU Origins webpage.

Week 3 – Islam and Empire

- 3.1 M, September 9**
1. Chase Robinson, *Islamic Civilization in Thirty Lives*, pgs. 42-99.
- 3.2 W, September 11**
1. G. R. Hawting – *The First Dynasty of Islam: The Umayyad Caliphate (AD 661-750)*, pgs. 1-33.
- 3.3 F, September 13**
1. Podcast: BBC – The Abbasid Caliphs (45 minutes)

Week 4 – The Golden Age of Islam

- 4.1 M, September 16**
1. Chase Robinson, *Islamic Civilization in Thirty Lives*, pgs. 100-118.
 2. Video: BBC - Science and Islam: Part I.
 3. Leila Avrin, “Chapter 11 – The Islamic Book”, pgs. 261-281.
- 4.2 W, September 18**
1. A.C.S. Peacock, *Early Seljuq History: A New Interpretation*, pgs. 1-4 (stop at “satisfactorily”), 16-46.
- 4.3 F, September 20** *No readings, prepare questions about the study guide! Work on Part I of your final project!*

Reminder: Please e-mail Part I of your final project to me by the end of the day (Friday, September 20).

Week 5 – Crusades and Conquests

5.1 M, September 23 Quiz 1

5.2 W, September 25 1. Chase Robinson, *Islamic Civilization in Thirty Lives*, pgs. 119-177.

5.3 F, September 27 1. Robert Irwin, *The Middle East in the Middle Ages: The Early Mamluk Sultanate, 1250-1382*, pgs. 1-23, 152-160.

Week 6 – Early Modern Empires

6.1 M, September 30 1. Chase Robinson, *Islamic Civilization in Thirty Lives*, pgs. 178-246.

6.2 W, October 2 1. Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals*, Introduction, Chapters 1 and 2.
2. PBS, *The Mughal Dynasty*.

6.3 F, October 4 1. Podcast, Episode 26, History of the Ottoman Empire, Part I (22 minutes)
2. Podcast, Episode 27, History of the Ottoman Empire, Part II (23 minutes)

Week 7 – From Early Modern to Modern

7.1 M, October 7 1. Ira M. Lapidus, *A History of Islamic Societies*, pgs. 541-591.

7.2 W, October 9 1. Oxford Islamic Studies Online – Orientalism
2. Linda Tuhiwai Smith, “Chapter 3: Colonizing Knowledges,” pgs. 58-75.

7.3 F, October 11 1. Leila Tarazi Fawaz, *A Land of Aching Hearts: The Middle East in the Great War*, pgs. Introduction (1-7).

Week 8 – WWI

8.1 M, October 14 1. Leila Tarazi Fawaz, *A Land of Aching Hearts: The Middle East in the Great War*, Part I.

8.2 W, October 16 1. Leila Tarazi Fawaz, *A Land of Aching Hearts: The Middle*

East in the Great War, Part III (81-120).

8.3 F, October 18

1. Ira M. Lapidus, *A History of Islamic Societies*, pgs. 637-678.

Reminder: Please e-mail Part II of your final project to me by the end of the day (Friday, October 18).

Week 9 – The Interwar Years

9.1 M, October 21

1. Ira M. Lapidus, *A History of Islamic Societies*, pgs. 879-890.
2. Renee Hirschon, *Crossing the Aegean: An Appraisal of the 1923 Compulsory Population Exchange between Greece and Turkey*, pgs. 1-20.

9.2 W, October 23

No readings, prepare questions about the study guide!

9.3 F, October 25

Quiz 2

Week 10 - WWII

10.1 M, October 28

1. David Motadel, *Islam and Nazi Germany's War*, Introduction.

10.2 W, October 30

1. David Motadel, *Islam and Nazi Germany's War*, Chap. 1.

10.3 F, November 1

1. David Motadel, *Islam and Nazi Germany's War*, Chap. 2.

Week 11 – Decolonization and the Cold War in The Islamic World

11.1 M, November 4

1. *Oxford History of Islam*, “European Colonialism and the Emergence of Modern Muslim States,” read the *entirety* of the section all the way to The Globalization of Islam

11.2 W, November 6

1. Akram Fouad Khater, *Sources in the History of the Modern Middle East*, pgs. 247-314.

11.3 F, November 8

1. *Oxford History of Islam*, “The Globalization of Islam,” read up to Muslims in the West Post-911.

Week 12 – Islam and the 20th Century

12.1 M, November 11

1. Akram Fouad Khater, *Sources in the History of the*

Modern Middle East, pgs. 315-359.

12.2 W, November 13 1. *Oxford History of Islam*, “The Globalization of Islam,” read from Muslims in the West Post-911 to the end of the section.

12.3 F, November 15 1. Khaled M. Abou El Fadl, “IV: The Case Study, the Fatwa,” pgs. 43-82.

Week 13 – Islam and the 21st Century

13.1 M, November 18 1. Akram Fouad Khater, *Sources in the History of the Modern Middle East*, pgs. 359-371.

13.2 W, November 20 *No readings, prepare questions about the study guide!*

13.3 F, November 22 **Quiz 3**

Week 14 – THANKSGIVING BREAK!

14.1 M, November 25 *NO CLASS – WORK ON YOUR FINAL PAPERS!*

14.2 W, November 27 *HAPPY THANKSGIVING! NO CLASS!*

14.3 F, November 29 *HAPPY THANKSGIVING! NO CLASS!*

Week 15 – Arab Spring and the Clash of Civilizations (?)

15.1 M, December 2

1. Article: *2011 – An Arab Springtime?*, The Monthly Review - Link to article on Carmen-Canvas (under Pages)
2. Article: *For America, An Arab Winter*, The Wilson Quarterly - Link to article on Carmen-Canvas (under Pages)
3. Article: *‘I Was Terribly Wrong’: Writers Look Back at the Arab Spring Five Years On*, The Guardian - Link to article on Carmen-Canvas (under Pages)
4. Article: *The ‘Arab Spring’: Five Years On*, Amnesty International - Link to article on Carmen-Canvas (under Pages)

15.2 W, December 4

1. *Oxford History of Islam*, “Contemporary Islam: Challenges and Opportunities” read the entire section, from Contemporary Islam: Challenges and Opportunities to A New Century.
2. Article: Bernard Lewis, “Roots of Muslim Rage,” The Atlantic.

3. Article: Edward Said, "The Clash of Ignorance," The Nation.
4. C.M. Naim, "The Outrage of Bernard Lewis."

15.3 F, December 6

LAST DAY OF CLASS!

Final paper discussion & workshopping – no readings

Week 16 – Finals Week

Tuesday, December 10 Mandatory office hours

Make an appointment to see me and debrief.

FINAL PAPER DUE: Friday 12/13 by 10am