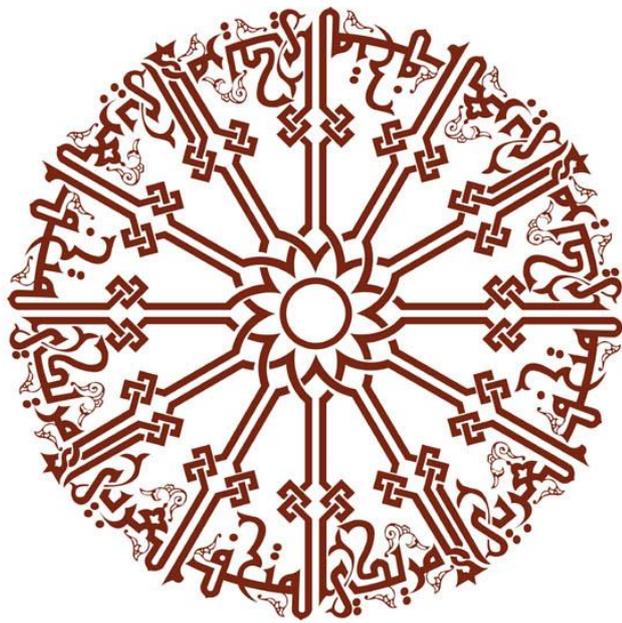


UNIVERSITY OF GUELPH
Department of History

History 2890: Early Islamic World FALL 2015

Section *01
LEC Tues, Thur
1:00PM – 2:20PM
MINS Room 300



Professor: Renée Worringer
Office: 1004 MacKinnon Bldg. (Ext)
Office Hours: Thurs 3:00-4:00pm or by appt.
Office Phone: x52442
Email: rworringer@uoguelph.ca

Course Overview

Early Islamic World is an introductory survey of the themes, events, and issues that define pre-modern Islamic civilization, from its inception in Arabia as a minority religion among a small community of believers in the 7th century CE, to its development into a formidable political empire, and across continents and cultures to create a powerful if diverse world civilization that has endured. This course will begin with the emergence of early Islamic society and the Muslim faith. We will explore the challenges which arose as Islamic expansion and encounters with different peoples and traditions influenced the evolution of this far-reaching civilization. Due to the constraints of time, subject matter in this course will proceed chronologically from this early Islamic era up to roughly the 15th century; other courses will examine later periods of Islamic history.

Required Texts

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*. New Jersey: Pearson (2004).

Reza Aslan, *No God But God: the Origins, Development, and Future of Islam*. NY: Random House (2006).

Recommended:

Ira Lapidus, *A History of Islamic Societies*. 2nd ed. Cambridge: Cambridge University Press (2002).
In Bookstore or Library Call Number: DS35.63 .L37 2002

Frederick Mathewson Denny, *An Introduction to Islam* 2nd ed. New York: Macmillan Pub. Co. (1994). In Library Call Number: BP161.2 .D46 1994

Tamim Ansary, *Destiny Disrupted: A History of the World through Islamic Eyes* (NY: Public Affairs, 2009).

In addition, you will find at the end of each chapter in Egger there is a recommended bibliography of further reading. Make use of it.

I may occasionally ask you to read and/or discuss another text - an article or other short piece that will be considered assigned reading. I may also require you to view a video outside of class. I will try to give you plenty of notice if I require this. Sometimes it may be a photocopy of something distributed in class; it may also be placed on Reserve in the library or posted on our courselink website.

Website

HIST2890 maintains an e-learning website accessible for students. Familiarize yourself with this essential online tool as a variety of course materials will be posted here, as well as announcements and other relevant information. You can get started by going to the following link: <http://www.uoguelph.ca/courselink/index.html>

There is also an online Course Guide designed for this class. Go to the library site, and under the FIND link, you can FIND BY COURSE, the course guide for HIST2890.

Assignments

20%	Midterm Exam	(Week 6) Tues Oct 20
10%	Topic abstract and list of sources for essay due	(Week 7) Thurs Oct 29
35%	Term Paper/Essay Assignment 1500-2000 words;	(Week 9) Thurs Nov 12
35%	Final Exam	

Room posted a couple of weeks before the exam.

The format of Midterm and Final exams will be explained in more detail some time during class, but **they will be based upon readings and lectures**. You are expected to attend class; if you do not, you will find the exams very difficult. We will discuss themes from the readings weekly and your engagement in these discussions will prove helpful to you in problematizing history.

Students will also write an annotated bibliographical essay. Students choose a topic that relates to a particular theme of the course or an issue that is relevant to the study of early Islamic history. Students must read **at minimum 6 scholarly sources** BEYOND THE ASSIGNED TEXTS and analyze these sources' information, arguments, and academic usefulness in relation to the topic explored.

At least 3 of these sources must be scholarly books; book chapters and articles must be academic - in other words, articles from peer-reviewed journals. The length is approximately 1500-2000 words (7-8 pages). YOU MUST CHOOSE AND CLEAR YOUR TOPIC WITH ME BY THE 1ST WEEK OF OCTOBER!! If you are unsure as to whether or not your idea for a paper topic is suitable, please communicate your idea to the GTA or to me for feedback (this does NOT mean we will read a rough draft or outline!).

These are the University of Guelph's official guidelines for grades (posted online in Undergraduate Calendar):

A+	90-100%	C+	67-69	F	0-49
A	85-89	C	63-66		
A-	80-84	C-	60-62		
B+	77-79	D+	57-59		
B	73-76	D	53-56		
B-	70-72	D-	50-52		

- **80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
- **70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
- **60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
- **50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
- **0 - 49 (F) Fail.** An inadequate performance.

Format of Papers

Assignments are to be submitted on white paper; typed or computer printed; page-set up of **1-inch margins** of document on all sides; **double spaced lines (12pt); 12pt regular font** (Times or Times Roman); **pages are to be consecutively numbered**. The paper should be stapled and have a **separate title page**, which includes the student's name and student number, instructor's name properly spelled, and the course number. **Do not submit booklets**. No diagrams or extraneous detail are to appear on the paper. Students are to maintain a copy of their paper. **Inability or unwillingness to observe the guidelines for assignments will result in serious deductions.**

Footnoting

Students must follow the proper rules for footnoting and bibliographical research, where appropriate, specified by the Department of History or the **Chicago Manual of Style**, latest edition. **Hist 2890's course website contains some useful tips on writing papers and footnoting.** The Department of History website also provides a guide on Writing History Essays. Evaluation is based on work and the submission of work of the student's own effort. **Plagiarism** means to take the ideas, writing, or arguments of others and pass them off as one's own. If quoting directly from a book (source), enclose that material in double quotation marks and indicate the source with a reference (citation). When citing that you are borrowing from a source, though not directly lifting the words, place a reference at the end of the borrowed material, though without quotation marks. Proper footnoting and bibliographical style composes part of the learning process and students will be evaluated on this. Inability or refusal to follow these regulations *will* result in deduction of marks or **possibly a failed assignment.**

Penalties for Late Assignments

Assignments are to be submitted **IN CLASS ON THEIR ASSIGNED DUE DATES**; exceptions will be made only in the case of documented medical emergency.

Please be aware that if you do not hand your assignment in on the due date in class, your paper will be considered late up to the point at which it is in my hands. If you leave the paper in my mailbox in the History Department, or if you slide the paper under my door, there are no guarantees I will get your paper on that day. You will incur penalties until I have the paper in hand, **regardless of the circumstances, if you do not turn it in on time in class.** You need to communicate with me as soon as possible if you do not turn your paper in on time. If you do not, I am not responsible for any difficulties you encounter due to late submission. The History Office does not date stamp papers.

These are NOT legitimate reasons to be granted an extension, so do not ask:

- **Computer or printer problems**
- **Assignments are due at the same time in other courses**
- **You have to do an extra shift in your job that week**
- **You will be away that week**
-

If you will be away on the day an assignment is due, you **MUST** make arrangements to get a hard copy to me **ahead of time**, or have a friend bring it to class for you.

A PENALTY OF 4% PER DAY (INCLUDING WEEKENDS AND HOLIDAYS) WILL BE SUBTRACTED FROM THE FINAL PAPER MARK FOR LATE PAPERS HANDED IN PAST THE DUE DATE FOR ASSIGNMENTS. Emailed attachments from students will **NOT** be accepted, except with prior permission from the instructor.

Coursework **may** be accepted up till the last day of scheduled classes in the term with the professor's permission, but this will be subject to the above 4% penalty, and only if you have made this request during the regular semester.

If a student cannot complete the assignment prior to the last scheduled class of term, inform the instructor. No make-up tests will be administered without medical or compassionate documentation. No exemption from penalty for late assignments will be granted except in the case of legitimate illness and a BA counsellor or doctor's certificate detailing a student's consequent inability to meet the assignment deadline. Explanations for late papers scribbled on assignments will not be accepted as legitimate reason to exempt papers from late penalties. Students experiencing difficulties and personal problems not related to the course are advised and encouraged to go to the **BA Counseling Office (BACO, x 52140)** to discuss their problems. Student counselling will contact the instructor if consideration for course work is to apply. **Plan ahead and GET YOUR WORK IN ON TIME.** Penalties add up and can imperil a student's standing in the course and in the university. It is the student's responsibility to ensure that her/his work is submitted on time, and attendance at examinations met.

One of the most useful references on Islamic and Middle East history is the *Encyclopaedia of Islam*. I recommend that you refer to this volume as a starting point for any research project. Please consult with me if you are having trouble finding sources; we are currently trying to build up the Middle East and Islamic history collection. *Index Islamicus* is the most comprehensive database for our field, and we have it online through the library.

Email Correspondence

The large class size makes it impractical for me to encourage email correspondence as a way to further class discussion. Students are, therefore, advised not to send me email messages asking for explanations or clarification on topics / questions discussed in class or arising from the assigned reading materials. Do not send email requests asking that I go over the outline of your essay or assignment. If you send me an email, please note that I do not typically respond to work email on the weekends. Make use of my office hours and/or the office hours of the TA assigned to you.

College of Arts Statement

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

The last date to drop one-semester courses, without academic penalty, is **Friday, 6 November 2015**. For [regulations and procedures for Dropping Courses, see the Undergraduate Calendar.](#)

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility

of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

University of Guelph

Department of History

Handing in and Getting Back Assignments

Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants at the student's own risk. Mailboxes for regular faculty members are located in Room 2009 Mackinnon Extension and are accessible 8.30 a.m. – 4.00 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2nd floor entrance to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. **Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.**

Classroom Etiquette and Useful Tools

To avoid distraction, the History Department requests that you turn off your wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site <http://www.uoguelph.ca/history>) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department. There are useful links to on-line resources that include A Guide to Writing History Research Essays which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>.

Course Schedule

Part I: The Formative Period, 7th - 10th centuries

Week 1 Th Sept 10 Introduction to course and themes; difficulty of studying entire region in 12 weeks, Sources and historiography, Orientalism.

Recommended: Lapidus, *A History of Islamic Societies*, pp.3-9.
Denny, *An Introduction to Islam*, Ch 1-2.
Reza Aslan, *No God But God...*, pp.xiii-xxviii.

T Sept 15 The Pre-Islamic Middle East Order.
Th Sept 17 Muhammad the Prophet; Early Islam;

Readings: Egger, *A History of the Muslim World to 1405...*, Ch 1 pp.1-32.
Reza Aslan, *No God But God...*, Ch 1, pp.3-22.

Recommended: Lapidus, *Islamic Societies*, Ch 1.

Week 2 T Sept 22/Th Sept 24 Film: "Islam: Empire of Faith" Part I (1st hr of film)
"The Constitution of Medina" and early Muslim/non-Muslim relations

Readings: Reza Aslan, *No God But God...*, Ch 2-3 pp.23-75.
*On HIST2890 Courselink site: Ibn Ishaq's *The Life of Muhammad*, "Marriage with Khadija," "Muhammad's Call and First Revelation," and "The Constitution of Medina," from F.E. Peters (ed.), *A Classical Reader on Islam* (Princeton, 1994), pp.49-53, 74-75.
Karen Armstrong, *Muhammad: A Biography of the Prophet*, excerpts.
Al-Bukhari, *Sahih*, III, pp.392-394, "How the Qur'an was Assembled," from Bernard Lewis (ed.), *Islam: from the Prophet Muhammad to the Capture of Constantinople, Vol II: Religion and Society* (Oxford, 1987), pp.1-2.

Recommended: Lapidus, *Islamic Societies*, Ch 2-3.
Denny, *An Introduction to Islam*, Ch 3.

Discussion: The "Constitution" of Medina; the Death of the Prophet Muhammad (see Egger)

Week 3 T Sept 29/Th Oct 1 Arab-Muslim Conquests and Methods of Warfare, the Caliphate and Succession; Consolidation of the Arab Peninsula and Expansion

Readings: Egger, *A History of the Muslim World to 1405...*, Ch 2 pp. 33-61.
Reza Aslan, *No God But God...*, Ch 4-5, pp.76-141.

Recommended: Lapidus, *Islamic Societies*, Ch 4.

Denny, *An Introduction to Islam*, Ch 4.

*On HIST2890 Courselink site: al-Turtushi, *Siraj al-Muluk*, pp.229-230, "The Pact of 'Umar," and al-Shafi'i, *Kitab al-Umm*, "The Pact to be Accorded to non-Muslim Subjects," from Lewis (ed.), *Islam: from the Prophet Muhammad...*, pp.217-223.

On Reserve: Al-Tabari, "The Account of the Murder of 'Uthman," in *The History of al-Tabari, Vol. XV: The Crisis of the Early Caliphate*, Trans. By Stephen Humphries (SUNY Press, 1990), pp.181-223.

Discussion: treatment of non-Muslims; The Murder of Uthman (656 CE)

Week 4 T Oct 6/ Th Oct 8 Tenets of Islam, Rituals and Obligations, the Qur'an

Readings: Egger, *A History of the Muslim World to 1405...*, Ch 3 pp. 81-83.

On Reserve: F.E. Peters (ed.), "The Past, the Sacred & the Profane," in *A Classical Reader on Islam* (Princeton, 1994), Ch 1 pp.8-42.

Reading on the meaning of "Jihad"

Recommended: Denny, *An Introduction to Islam*, Ch 5-7, 12.

Discussion: Similarities/Differences with other Monotheisms (read Peters for ideas).

Part II: Diffusion, Fragmentation, and Invasion

Week 5 T Oct 13 **NO CLASS** due to Thanksgiving holiday

Th Oct 15 **The High Caliphate and Islamic Civilization, Umayyads (661-750 Damascus) and Abbasids (750-1258 Baghdad); The Golden Age (750-1000) and Persianate Flouriscence,**

Readings: Egger, *A History of the Muslim World to 1405...*, Ch 4 pp.85-113.

Courselink /On Reserve: Jahiz, "From the Merits of the Turks and other Essays," from William McNeill & Marilyn Waldman (eds.), *The Islamic World* (University of Chicago Press, 1973), pp.111-124.

Recommended: Lapidus, *Islamic Societies*, Ch 5, 7; Ch 16 pp.299-328.

Firdawsi, "Rustam and Sohrab," from *Shah-nameh/Book of Kings*, Trans. by A. & E. Warner, Kritzeck's *Anthology*, pp.116-123.

Discussion: The Cultural Effects of Expansion

Week 6 T Oct 20 ****Midterm Exam in Class****

Th Oct 22 ***Library Research Tutorial in class by our History Librarian Dave Hudson :**
Tools to get you going on your writing assignment

Week 7 T Oct 27 **North Africa and Spain.**

Th Oct 29 **Schisms and Sects, Sunnis and Shi'is; The Mystical Dimension: Sufism**
Film : "Sufi Soul" and Film excerpt: "Dervishes of Kurdistan"

****Essay abstract and list of sources due****

Readings: Egger, *A History of the Muslim World to 1405...*, Ch 3 pp.62-80; Ch 5 pp.123-7.

Reza Aslan, *No God But God...*, pp.174-191; Ch 8, pp.199-224.

***On HIST2890 Courselink site:** Jalal al-Din Rumi, *Masnawi*, "Illustrations" trans. By A.J.Arberry, from James Kritzeck (ed.), *Anthology of Islamic Literature* (Penguin Books, 1964), pp.242-243.

Recommended: Lapidus, *Islamic Societies*, Ch 6; Ch 15 pp. 283-290.

Denny, *An Introduction to Islam*, Ch 10-11.

Week 8 T Nov 3/Th Nov 5 **Transmission of Islamic knowledge: Politics, Administration, Culture, Islamic Law**

Readings: Egger, *A History of the Muslim World to 1405...*, Ch 5 pp.114-122, 127-138; Ch 8 pp.199-228.

Reza Aslan, *No God But God...*, Ch 6, pp.142-173.

Recommended: Lapidus, *Islamic Societies*, Ch 10

Denny, *An Introduction to Islam*, Ch 8-9.

Discussion: Sources of Islamic Law and its application.

Week 9 T Nov 10/Th Nov 12 **The Steppe peoples: Turks (Seljuks in Baghdad, 1055), Return of Sacral Kingship, Issues of Power**

****Essay Assignment due THURS Nov 12****

- Readings: Egger, *A History of the Muslim World to 1405...*, Ch 6 pp.139-171.
selections from al-Mawardi, *The Ordinances of Government, A Translation of al-Ahkam al-Sultaniyya...* Trans. by W. Wahba (UK: Ctr for Muslim Contribution to Civilization. Garnet Publishing, 1996);
On Reserve: Nizam al-Mulk, "Advice to Governors," *Book of Government or Rules for Kings*, Trans. by H. Darke.
- Recommended: Lapidus, *Islamic Societies*, Ch 9, 11.

Discussion: Islamic Political Authority: al-Mawardi on Sunni Theory of the Imamate; Nizam al-Mulk's *Book of Politics*

Week 10 T Nov 17/ Th Nov 19
Crusaders and Salah al-Din (Saladin), The coming of the Mongols, Turco-Mongolian influence, Mamluks; Nomads vs. Sedentarists

Film: "Islam: Empire of Faith" Part I (2nd hr of film)

- Readings: Egger, *A History of the Muslim World to 1405...*, Ch 7 pp.172-198; Ch 10, pp.257-289.
On Reserve: Ibn Athir, from "Great History," and al-Juvaini, from "History of the World Conqueror," in McNeill and Waldman (eds.), *The Islamic World*, pp. 248-272. Also excerpts from Paul Kahn & Francis Woodman Cleaves, *Secret History of the Mongols: The Origin of Chingis Khan* (C & T Asian Culture Series, 1999).
- Recommended: Lapidus, *Islamic Societies*, Ch 13 pp.226-234; Ch 14 pp.248-250; Ch 15 pp.290-294; Ch 17 pp.337-341; Ch 18 pp.356-368.

Discussion: Barbarians - Crusaders & Mongols! Problems in Mongol Historiography

Part III: Islam as a Global Tradition

Week 11 T Nov 24/Th Nov 26 **"Ties that Bind": the Muslim Commonwealth; Ibn Battuta and the World of Islam in the 14thC; Is there an Islamic City?**

- Readings: Egger, *A History of the Muslim World to 1405...*, Ch 9 pp.229-256.
On Reserve: Excerpt from Ibn Battuta, *Travels*, in McNeill and Waldman (eds.), *The Islamic World*, pp. 274-308.
- Recommended: Lapidus, *Islamic Societies*, Ch 12; Part I Conclusion pp.183-193.

Discussion: The World of Islam in the 14th Century

Week 12 T Dec 1/Th Dec 3 **Conversion on the periphery (Central Asia, Africa, SE Asia); Ibn Khaldun's view of history; Gunpowder Empires, military states intro**

- Readings: Egger, *A History of the Muslim World to 1405...*, Ch 11 pp.290-316.
Excerpt from Ibn Khaldun's *al-Muqaddimah*.
***On HIST2890 CourseLink site** Hourani, bio on Ibn Khaldun
- Recommended: Lapidus, *Islamic Societies*, Introduction Part II pp.197-225; Ch 19-21; Conclusion to Part II pp. 443-449.

Discussion: Ibn Khaldun's cycle of history, rise and fall of empires. Legacies. **Final Review**