

**HISTORY OF ISLAMIC CIVILIZATION II**  
**(1258 C.E. to Present)**  
**Spring 2017**  
**(21:510:288)**  
**TTH 4-520pm**  
**Conklin 455**

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Office Hour: Tuesday and Thursday 2-345pm  
Office: Conklin 326

**TEXTBOOKS:**

- James L. Gelvin, *The Modern Middle East: A History*, 2008. (Required)
- Vernon O. Egger, *A History of the Muslim World Since 1260*, 2008. (Required)
- Caroline Finkel, *Osman's Dream*, 2005. (Required)
- Arthur Goldschmidt Jr., *Modern Egypt*, 2004. (Required)

**COURSE DESCRIPTION:**

This course is a survey of the history of the middle and late Islamicate civilizations. In this course, we will study social, economic, and cultural aspects of the history of the lands and peoples that span geographically from present day Morocco to Iran and Central Asia; otherwise understood to be the Middle and Near East region. Our timeframe extends from the thirteenth to the twentieth centuries. The treatment of the subject will be roughly chronological, though themes such as law, science, art, architecture and philosophy will recur throughout the course. This course is not a study of Islam, in its religious form per se, but the history of peoples and empires that were informed by the Islamic tradition.

In addition to lectures, the course will heavily draw upon discussion sessions, which will give students a hands-on approach to history. In these sessions, we will discuss in detail various historical problems presented in the text and lectures. We will also see different types of historical evidence and learn how they can be used for historical analysis. Finally, we will learn how to make an argument by reading primary source materials and using our secondary resources. By the end of this course students should expect to have a stronger understanding of Islamic Civilizations and historical analysis.

### COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

- name and identify individuals, events, themes, and issues of major importance in the history of Islamic civilization,
- name and identify regions, cities, towns and lands that make up Islamic civilization.
- demonstrate a basic level of competence in differentiating the major periods of the history of Islamic civilization and the significance of historical context,
- recognize the importance of cause and effect in history, and discuss the significance of change and continuity over time,
- develop an understanding toward the use of historical evidence by historians and display some familiarity toward different types of evidence,
- critically analyze historical evidence and articulate a synthesis with a thesis.

### ASSIGNMENTS:

You are expected to write **two** papers for this class.

The first paper will be a short paper (3-4 pages, due Feb. 16). The second paper will be longer (6-7 pages, due Apr. 27). Both papers will be submitted as a hardcopy during class. Detailed information regarding the papers will be announced in class AND posted on Blackboard.

There will be **four** response papers due on the dates as listed in the syllabus. Each response paper will be no more than one page in length and will discuss the primary source reading or text assigned for that day's class. You will be given a check mark assignment you turn in. If you do not turn one in you lose 2.5% of the 10% you could receive at the end of the semester.

**LATE PAPERS OR EMAILED PAPERS WILL NOT BE ACCEPTED UNLESS YOU HAVE A VALID EXCUSE.**

### EXAMS:

There will be **two** tests, which will assess your mastery of specific information such as important dates, names, and terms, but will be in the format of an essay exam, with both short and long essays. The subjects covered for the tests will cumulative up to the last class lecture class before exam. In other words, the final exam will cover **all** the material studied over the semester.

### GRADING:

10% Class Participation

10 % First paper

30% Second paper

20 % First test

20 % Second test

10% Response Papers

### GRADING STANDARDS:

95-100 % A+ (a genuinely outstanding achievement)

90-94 % A (an outstanding understanding of the subject)

85-89 % B+ (above average achievement)

80-84 % B (strong, yet average comprehension of the subject)

75-79 % C+ (comprehension of the subject at an appropriate university level)

70-74% C (satisfactory understanding of the subject)

65-69 % D+ (unsatisfactory performance, barely passing)  
60-64% D (barely passing)  
Below 60% F (failure)

#### COURSE POLICIES:

○ Attendance at all regularly scheduled meetings of this class is expected. Rutgers catalog states that “the recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

More than 4 (four) UNEXCUSED absences will automatically result in the loss of half of your overall grade (i.e. B+ will become a B) and from 6 (six) and above absences to the loss of a whole grade (for example, B to C). Thus, it is your responsibility to come to class and see that you are marked present for the classes you attend. In the event that you have a medical, legal, or family-related problem that might lead to an extended absence, you need to meet me in person and bring necessary documentation as evidence for your problem. Only then, we can discuss whether your absence can be excused or not. An email message explaining your problem will NOT be considered as an excuse of your absence. Ultimately, it will be the instructor’s judgment to decide whether an absence can be excused or not. If you miss a class due to a reason that you cannot document, please do not contact me to explain your case. Instead, consider it as one of your unexcused absences. Please remember that any student who misses 8 (eight) or more sessions through any combination of EXCUSED and UNEXCUSED absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

○ You are expected to come to class having done the assigned readings and participate in class discussions. We will be using our main textbook (Egger) frequently in class; therefore, please bring it to each meeting. On discussion days, make sure to bring a copy of the assigned reading with you. Any student who does not have the textbook (Egger) or the primary source(s) may be asked to leave the classroom and marked absent for the class.

○ Punctuality and courtesy at all times are expected.

○ Academic dishonesty of *any sort* will not be tolerated. It is your responsibility to comply with the university's policy on academic integrity. To review the policies go to: [http://judicialaffairs.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://judicialaffairs.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

In compliance with Rutgers Honor Code, you should include the following pledge in every assignment you submit: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

Print Name

Sign

Date

○ If you have questions or concerns about this class, come and talk to me in my office hours. *Please do not send email inquiries related to your absence or class materials.* It is your responsibility to find out about the subjects covered in your absence and study them.

○ If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact me before the exam and have my consent to your absence. Failure to do so will result in a zero for the assignment. With the exception of extreme cases there will be no early or make-up exams! As with all other exams, you must contact me in advance should an extreme emergency arise.

○ Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

NOTE: This syllabus is subject to amendment or change at the discretion of the instructor.

## Introduction

Jan 17 Introduction; discussion of the syllabus and course policies

Jan 19 Why do we study the history of Islamic civilization? Geography, Languages, Sources, and Periodization  
*Egger, Introduction*

## Rise of Islam and the Mongols

Jan 24 The Prophet and the Rise of Islamicate Empires  
*Gelvin, Chapter 1*

Jan 26 The Mongol Entrance  
*Egger, Chapter 1*

Jan 31 Unity and Diversity in Islamic Traditions  
*Egger, Chapter 2*

Feb 2 Reading Documents and Using Primary Sources  
*Clancy-Smith and Smith* PDF on Blackboard

## Case Study: The Ottoman Empire

Feb 7 The Rise of the Ottomans  
*Finkel, Chapter 1 & 2*

Feb 9 An Imperial Vision **Response Paper Due**  
*Finkel, Chapter 3*  
Primary Source: TBD

Feb 14 A Sultan of the Faithful/Imperial Growth  
*Finkel, Chapter 4 & 5*

Feb 16 The Sedentary Sultan  
*Finkel, Chapter 6*  
**\*\*First Paper Due in Class\*\***

Feb 21 Factions and Pashas  
*Finkel, Chapter 7 & 8*

Feb 23 The Power of the Provinces  
*Finkel, Chapter 12—Primary Source*

Feb 28 **Test #1**

### **Safavid Iran/ South Asia**

Mar 2 Safavid Iran  
*Egger, pp.154-180*

Mar 7 South Asia  
*Egger, Chapter 6*

### **European Invasion/Modernization/Colonialism**

Mar 9 Defensive Developmentalism and Imperialism **Response Paper Due**  
*Gelvin, Chapter 5 & 6*

*Primary Source: Treaty of Balta Liman and Hatt-I Sharif of Gulbane (In Gelvin, Modern Middle East, pp.147-50)*

Mar 14 **SPRING BREAK**

Mar 16 **SPRING BREAK**

### **Case Study: Egypt**

Mar 21 French Invasion, Mehmed 'Ali and the Development of the Modern Egyptian State **Response Paper Due**  
*Goldschmidt, Chapters 1-3 and Finkel, Chapter 13*

*Primary Source: Jabarti PDF*

- Mar 23 British Occupation and Egyptian Nationalism  
*Goldschmidt, Chapters 4-6*
- Mar 28 Processes of Modernization: Suez Canal and Education  
*Goldschmidt, Chapters 7 & 8*
- Mar 30 Nationalist Movements and Revolution  
*Goldschmidt, Chapters 9 & 10*  
Primary Source: Feminism PDF

**World War I: New Lines are Drawn**

- Apr 4 Constitutionalism, War and State-Building I  
*Gelvin, Chapters 10 & 11*
- Apr 6 Constitutionalism, War and State-Building II  
*Gelvin, Chapter 12*

**The Rise of Nationalism**

- Apr 11 Introduction and Spread of Nationalism **Response Paper Due**  
*Gelvin, Chapter 13*  
Primary Source: Nasser PDF

- Apr 13 The Origins of the Israeli-Palestinian Dispute  
*Gelvin, Chapter 14*

**The Contemporary Era**

- Apr 18 State and Society and Oil  
*Gelvin, Chapter 15*
- Apr 20 United States and the Middle East  
*Gelvin, Chapter 16*
- Apr 25 The Iranian Revolution  
*Gelvin, Chapter 17*
- Apr 27 Islamic Political Movements  
*Gelvin, Chapter 18*  
**\*\*\*Second paper due in class\*\*\***

**Final Exam: May 10 3pm-6pm**