

Rutgers University—Newark  
Federated Department of History  
**Fall Semester 2020**  
Class Time: M 2:30-3:50 p.m.  
W 1:00-2:20 p.m.

Prof. Mayte Green-Mercado  
mayte.green@rutgers.edu  
Virtual Office Hours: MW 12:00-1:00pm  
or by appointment



Zellig, *Place El-Hedine*, Meknes,  
Morocco

## HIST 287 HISTORY OF ISLAMIC CIVILIZATION, I

### **COURSE DESCRIPTION:**

This course is a survey of the history of Islamic civilization. In this course, we will study social, economic, and cultural aspects of the history of the Middle and Near East region, between the sixth and fifteenth centuries. The treatment of the subject will be roughly chronological, though themes such as law, science, and philosophy will recur throughout the course. 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.

### **LEARNING 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,
- 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.

## REQUIRED TEXTS

- Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, (Upper Saddle River, NJ: Pearson, Prentice Hall, 2004).
- Chase Robinson, *Islamic Civilization in Thirty Lives* (Berkeley: University of California Press, 2016)
- Selection of Primary Sources

**All readings for this course will be available on Canvas.**

## GRADING AND ASSIGNMENTS

### **Preliminaries (Rules and Expectations):**

Because this course is being conducted entirely online, all students must be able to use an internet-connected computer to access the course information system (CANVAS).

There will be a combination of synchronous and asynchronous learning in this course. All synchronous and asynchronous sessions will be clearly marked on this syllabus next to the date.

**\*\* For synchronous classes, students must have access to a camera and microphone, and they must keep their cameras on for the duration of the class, with the mics muted.** If you are unable to have your camera on, please consult with the Professor.

**\*\*\*** I understand that these are challenging times, and that there may be people present in the same room while you attend class. Family members and pets are welcome on the screen! **\*\*\***

**Students are responsible for completing all the assigned readings and watch, watch lectures, and view any supplementary materials included in each module.**

**Plagiarism and Academic Dishonesty:** *As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>*

**Students are required to view the Plagiarism video on Canvas and take the quiz by no later than Wednesday September 9, 2020.** The video is available in the Modules section of the Canvas site for this course.

**Assignments:**

- There will be a series of short videos and quizzes in the module section of Canvas that you will have to complete **before** submitting paper 1 [Types of Sources; Why Citations Matter; Turabian Citations; Academic Integrity] Each quiz will count for half a credit point, and it will be added to your total grade for the first paper.
- Students will write **ONE paper** (500 words, 2 pages). The essay prompt will be posted on Canvas on Sept. 30, and the essay is due on **Wednesday, Oct. 7 by 3:50 p.m.** No late or email submissions will be accepted.
- Students will work in groups to **discuss and annotate primary sources** (total of 12 sets of sources). Please confirm with the syllabus that you are, in fact, analyzing a primary source! Students will be divided into groups of 4 and will work together throughout the semester. For the source annotations, students will use the digital tool on Canvas called **Hypothesis**. For each class session that includes a primary source, 2 students in the group will annotate the text, and 2 students will respond to their group mates' commentary **BEFORE** the class. By the end of the course, each member of the group will have annotated 6 set of texts, and responded to their peers 6 times, for a total participation grade of 12 times.
- There will be **ONE exam** (midterm) in essay form. The prompt will be uploaded to canvas on Wednesday, Oct. 21, and essays will be uploaded to Canvas and due on **Monday, Oct. 26 by 3:50 p.m.** No late or email submissions will be accepted under any circumstances.
- Students will work in their groups to produce a final project, that they will present to the class on the last week of the semester. Each presentation will be no more than 20 minutes long. For the final projects, students will collectively create a timeline of Islamic Civilization focusing on **ONE** figure of Islamic history, using the digital tool **Timeline JS**. Students will use the assigned biographies assigned in class, or in consultation with the Professor. Students will select any biography **EXCEPT FOR** that of Muhammad. Each group will present on their biography. All projects must be uploaded to the Timeline by **Dec. 21, 6:00 p.m.**

### **Grading:**

Primary Source Annotation (12 sets)	24%
Paper 1	10%
Online training quizzes	4%
Midterm	30%
Final Project	25%
Presentation	7%

### **RESOURCES, SUPPORT, AND ASSISTANCE:**

#### **Technology Resources for Students**

<https://coronavirus.rutgers.edu/technology-resources-for-students/>

**Counseling Center:** The Rutgers-Newark Counseling Center provides a number of counseling and consultative services to enrolled and eligible undergraduate and graduate students. For students, if you are seeking individual or group therapy, you can expect to find a safe, supportive space to collaboratively identify and begin to change the thoughts, behaviors, and beliefs that prevent you from being your best self. <http://counseling.newark.rutgers.edu>

**Disabilities:** Rutgers 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: <https://webapps.rutgers.edu/student-ods/forms/registration>.

**Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at:

<https://temporaryconditions.rutgers.edu>.

**Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu).

**Food:** PantryRUN, the campus food pantry, helps students who have difficulty affording enough healthy food to remain focused on their studies and stay healthy. You can find hours and information here: <https://myrun.newark.rutgers.edu/pantryrun>.

**Writing:** The Rutgers University-Newark Writing Center provides tutoring for students who want to strengthen their reading, writing, and research skills and offers individual sessions and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University-Newark campus. More details here: <https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>.

## INTELLECTUAL PROPERTY RIGHTS STATEMENT:

“Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university’s [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.”

## SCHEDULE OF CLASSES:

### Week 1 INTRODUCTION

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W, Sept. 2 **Introduction, discussion of the syllabus, and course policies**  
What do we mean by Islamic Civilization? Geography, Languages, Sources and Periodization. (SYNCHRONOUS CLASS)

### Week 2 The Near Eastern Context to the Rise of Islam

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M, Sept. 7 NO CLASS-Labor Day (follows Tuesday schedule)

#### **Pre-Islamic Near East: The Byzantine and Sassanian Empires**

**Textbook:** Vernon O Egger, *A History of the Muslim World to 1405*, 1-15.

**Podcast:** “The Sassanid Empire,” *In Our Time*, BBC

(Asynchronous class. Lecture will be posted on Canvas)

W, Sept. 9 **Pre-Islamic Arabia**

**Textbook:** Egger, 16-22.

#### **Primary Source:**

“Ibn al-Kalbī: From the Book of Idols” in *The Islamic World*, eds. McNeill, W. and Marilyn Robinson Waldman (Chicago: University of Chicago Press, 1973): 9-13.

**Podcast:** "[Antara ibn Shaddad](#)," *In Our Time*, BBC

### **Week 3      The Rise and Expansion of Islam (ca. 570-632 C.E.)**

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M, Sept. 14    **Muhammad, The Prophet**

**Textbook:** Egger, 20-31.

**Biography:** Chase Robinson, "Muhammad, the Prophet," in *Islamic Civilization in Thirty Lives* (Berkeley: University of California Press, 2016): 20- 31.

W, Sept. 16    **Qur'ān and Hadīth**

**Textbook:** Daniel Brown, *New Introduction to Islam*, 2nd ed. 77-87; 99.

**Primary Source:**

*The Qur'an*, Sura 12 "Joseph." Genesis 37, 39, 42-45.

### **Week 4      The Question of Legitimacy in the Early Islamic Empire, 632-661 C.E**

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M, Sept. 21    **The Age of Conquests and Early Institutions**

**Textbook:** Egger, 33-44.

**Primary Source:**

Balādhurī, "From Opening up of the Lands," in *The Islamic World*, 68-74.

**Podcast:** "[The Arab Conquests](#)," *In Our Time*, BBC

W, Sept. 23    **The First Civil War (Fitna)**

**Textbook:** Egger, 62-66.

Biographies: "'Ali, cousin, caliph, and forefather of Shi'ism," *ICTL*, 31-37.

"'A'isha, wife of the Prophet," in *ICTL*, 37-41.

### **Week 5      The Umayyad Dynasty (661-750 C.E.)**

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M, Sept. 28    **'Abd al-Malik and the Umayyads**

**Textbook:** Egger, 44-61.

Biography: "'Abd al-Malik, engineer of the caliphate," in *ICTL*, 42-48.

W, Sept. 30    **The Second Civil War and the later Umayyads**

**Textbook:** Egger, 66-69.

Biography: "al-Ṭabarī, traditionalist rationalist," in *ICTL*, 85-90.

Primary Source: *History of al-Ṭabarī*, vol. XIX, "The Events of the Year 61 (680/681)," [Battle of Karbala] excerpts.

### **Week 6      The 'Abbasid Caliphate (750-1258 C.E.)**

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M, Oct 5      **The 'Abbasids**

**Textbook:** Egger, 69-72; 85-89.

**Biography:** "Ibn al-Muqaffa', translator and essayist," in *ICTL*, 48-55.

“al-Ma’mun, caliph and patron,” in *ICTL*, 60-68.

Podcast: “[The Arabian Nights](#),” *In Our Time*, BBC

Podcast: “[The Abbasid Caliphs](#),” *In Our Time*, BBC

W, Oct 7      **Shi’i identities**

Continuation of discussion on the ‘Abbasids:

**Primary Sources:**

- Tale from *A Thousand and One Nights*
  - Ibn al-Sā’ī, *Consorts of the Caliphs. Women and the Court of Baghdad*, ed. Shawkat M. Toorawa (New York: NYU Press, 2015): 6-9; 99.
- Textbook: Egger, 72-80; 214-219. (reading for Shi’i identities)
- Biography:** “Arib, courtesan of caliphs,” in *ICTL*, 74-79.

**\*\*PAPER 1 DUE by 3:50 p.m.\*\***

**Week 7      The Empire Cannot Hold Three Caliphs**

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M, Oct 12      **The Fatimids**

**Article:** Tahera Qutbuddin, “Fatimids” in *The Cultural Sociology of the Middle East, Africa, and Asia*, vol. 2 Africa, ed. Edward Ramsamy (Los Angeles, Sage Publications, 2011), 37-40.

**Primary Source:**

Wilfred Madelung and Paul E. Walker (ed.), *The Advent of the Fatimids, A Contemporary Shi’i Witness*. An Edition and English Translation of Ibn al-Haytham’s *Kitab al-Munazarat* (London, New York: I.B. Tauris, 2000): 63-73.

W, Oct 14      **The Ornament of the World: The Umayyad Caliphate in al-Andalus**

**Textbook:** Egger, 98-112; 166-168.

**Biography:** “Ibn Hazm, polemicist, polymath,” *ICTL*, 128-134.

**Primary Sources:**

Ibn Hazm, “On Forgetting a Beloved,” in *Medieval Iberia*, 103-106.

**Week 8      Filling the Power Vacuum (819-999 C.E.)**

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M, Oct. 19      REVIEW SESSION (synchronous)

W, Oct. 21      **The Samanid Dynasty**

**Article:**

Luke Treadwell, “The Samanids: The First Islamic Dynasty of Central Asia,” in Edmund Herzig and Sarah Stewart (eds.) *Early Islamic Iran. The Idea of Iran* (London and New York: I.B. Tauris, 2011), 3-15.

**Podcast:** "Avicenna," *In Our Time*, BBC  
(MIDTERM EXAM WILL BE UPLOADED. DUE OCT. 26)

### **Week 9 Filling the Power Vacuum (977-1194 C.E.)**

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#### **M, Oct. 26 The Buyid Sultanate**

**Textbook:** Egger, 142-144.

**Primary Source:**

al-Mawardī, "On the Appointment of Provincial Governors," in *The Ordinances of Government: A Translation of al-Aḥkām al-Sulṭāniyya w' al-Wilāyāt al-Dīniyya*.  
Translated by Wafaa H. Wahba (Reading, UK: Garnet Publishing Ltd., 1996), 32-37.

#### **W, Oct. 28 The Ghaznavids and the Migrations of the Oghuz**

**Textbook:** Egger, 145-151.

**Biography:** "Mahmud of Ghazna, conqueror and patron," in *ICTL*, 107-112.

**Podcast:** "[Shahnameh of Ferdowsi](#)," *In Our Time*, BBC

### **Week 10 Challenges to the Caliphate**

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#### **M, Nov 2 Seljuk Institutions**

**Textbook:** Egger, 151-154; 192-194.

**Primary Sources:**

"Ibn Khallikan: Biography of the Vizier Nizam al-Mulk," in *Islamic Central Asia*, 89-92.

"Nizam al-Mulk: A Mirror for Princes," in *Islamic Central Asia*, 92-94.

#### **W, Nov 4 Zangids, Ayyubids, and the Crusades**

**Textbook:** Egger 172-182.

**Biography:** "Saladin, anti-Crusader hero," in *ICTL*, 160-168.

**Primary Sources:**

"Usāma: From Memoirs," in *The Islamic World*, 185-206.

### **Week 11 Empires of the Islamic West (1040-1269)**

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#### **M, Nov 9 The Almoravids**

**Secondary Source:**

Camilo Gomez-Rivas, "Berber Rule and Abbasid Legitimacy: The Almoravids," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 88-113.

**Biography:** "al-Idrisi," *ICTL*, 153-160.

**Podcast:** "[The Almoravid Empire](#)," *In Our Time*, BBC

#### **W, Nov 11 The Almohads**

**Secondary Source:**

Pascal Buresi, "Berber Rule and the Maghribi Caliphate: The Almohads," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 113-144.



### **Primary Sources:**

"Ibn Tumart and the Rise of the Almohads," in *Medieval Iberia*.

"The Doctrine of Divine Unity. The Almohad Creed," in *Medieval Iberia*.

## **Week 12      Synthesis and Creativity, I**

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M, Nov 16      **Islamic Law and Theology**

**Textbook:** Egger, 114-122; 133-137.

Podcasts: "[Islamic Law and its Origins](#)," *In Our Time*, BBC

### **Biographies:**

"Karima al-Marwaziyya, hadith scholar," in *ICTL*, 134-139.

"al-Ghazali, 'Renewer' of Islam," in *ICTL*, 139-148.

W, Nov 18      **Sufism**

**Textbook:** Egger, 123-127; 205-214.

### **Biographies:**

Rabi'a al-'Adawiyya, renunciant and saint, in *ICTL*, 54-60.

"al-Hallaj 'the Truth (922)," in *ICTL*, 79-84.

Rumi, Sufi 'poet,' in *ICTL*, 188-194.

**Podcast:** "[Rumi's Poetry](#)," *In Our Time*, BBC

## **Week 13      Synthesis and Creativity II**

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M, Nov 23      **Philosophy**

**Textbook:** Egger, 127-132; 199-204.

**Podcast:** "[Averroes](#)," *In Our Time*, BBC

### **Biography:**

"Ibn Rushd (Averroes), Aristotelian monotheist," in *ICTL*, 169-177.

**Watch film:** Youssef Chahine (dir.), *Destiny*, 1997.

W, Nov 25      **Thanksgiving Break**

## **Week 14      Alternatives to the Classical Islamic Principles of Governance**

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M, Nov 30      **The Mamluk Dynasty**

**Textbook:** Egger 269-273.

### **Primary Source:**

Shihab al-Din al-Nuwayri, "On the History of the Mamluk State," in *The Ultimate Ambition in the Arts of Erudition* (excerpts).

Podcast: "[The Mamluks](#)," *In Our Time*, BBC

W, Dec 2      **The Islamic World in the Age of Mongol Prestige**

**Textbook:** Egger, 194-198; 257-269.

### **Primary Sources:**

“The Secret History of the Mongols: Temujin’s Origins.”

**Biography:**

“Rashid al-Din, physician, courtier, and global historian,” in *ICTL*, 194-200.

“al-Hilli,” in *ICTL*, 200-205.

**Week 15      PROJECT PRESENTATIONS**

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M, Dec 7      Groups 1-5

W, Dec 9      Groups 6-10

Dec. 21      **All projects must be uploaded to the Timeline by 6:00 p.m.**

