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
• Chase Robinson, Islamic Civilization in Thirty Lives (Berkley: 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 sessions will be clearly marked on this syllabus next to the date. Classes that are not marked will be conducted asynchronously. Attendance to synchronous classes will be taken.

** 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! ***

****You may address me as Prof. Green. When emailing or during class meetings, please refrain from using any other titles.

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 February 15. The video is available in the Modules section of the Canvas site.

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.

• Students will write TWO paper (500 words, 2 pages). The essay prompt will be posted
on Canvas one week in advance. **No email submissions will be accepted.**

- There will be TWO online exams (midterm and final).

- The synchronous classes are meant to serve as discussion of the material. Participation in these discussions will count towards your final grade.

**Grading:**

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<tr>
<td>Participation</td>
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<td>Online training quizzes</td>
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<td>Final Exam</td>
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<td>C+</td>
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**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.

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.

To submit an incident report: 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.

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:
**PLEASE READ THIS STATEMENT CAREFULLY**
“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.”
Week 1  Introduction and Organization

W, 1/20  Introduction, discussion of the syllabus, and course policies
What do we mean by Islamic Civilization? Geography, Languages, Sources and Periodization.

Wk 2  The Near Eastern Context to the Rise of Islam

M, 1/25  Pre-Islamic Near East: The Byzantine and Sassanian Empires
(Asynchronous)
Podcast: “The Sassanid Empire,” In Our Time, BBC

W, 1/27  Pre-Islamic Arabia
(Synchronous)
Primary Source:
Podcast: “Antara ibn Shaddad,” In Our Time, BBC

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

M, 2/1  Muhammad, The Prophet
(Asynchronous)

W, 2/3  Qurʾān and Hadith
(Asynchronous)
Textbook: Daniel Brown, New Introduction to Islam, 2nd ed. 77-87; 99.
Primary Source:
The Qurʾān, Sura 12 “Joseph.” Genesis 37, 39, 42-45.
**Discussion on Canvas Discussion Board will count towards your participation grade**

Week 4  The Question of Legitimacy in the Early Islamic Empire, 632-661 C.E.
M, 2/8  The Age of Conquests and Early Institutions
(Asynchronous)
Textbook: Egger, 33-44.
Podcast: “The Arab Conquests,” In Our Time, BBC

W, 2/10  The First Civil War (Fitna)
(Synchronous)
Biographies:
Primary Source:
Balādhurī, “Conversations with Mu‘awiya (661-668)

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

M, 2/15  ‘Abd al-Malik and the Umayyads
**PAPER 1 DUE**
(Asynchronous)
Textbook: Egger, 44-61.

W, 2/17  The Second Civil War and the later Umayyads
(Synchronous)
[Battle of Karbala] excerpts.

Week 6  The ‘Abbasid Caliphate (750-1258 C.E.)

M, 2/22  The ‘Abbasids
(Asynchronous)
Biography:
“al-Ma‘mūn, caliph and patron,” in ICTL, 60-68.
Podcast: “The Arabian Nights,” In Our Time, BBC
Podcast: “The Imperial Caliphates,” Ottoman History Podcast

W, Feb. 24
(Synchronous)
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.

Week 7  The Empire Cannot Hold Two Caliphs

M, Mar. 1  Shiʿi identities  
(Asynchronous)  

W, Mar. 3  The Fatimids  
(Synchronous)  
Podcast: “Fragments of the Fatimid Caliphate,” Ottoman History Podcast

Week 8  The Ornament of the World: The Umayyads in al-Andalus

M, Mar. 8  MIDTERM EXAM  
(Asynchronous)  

W, Mar. 10  Umayyad Caliphate in al-Andalus  
(Synchronous)  
Podcast: “Legacies of al-Andalus,” Ottoman History Podcast

Week 9  SPRING BREAK

M, Mar. 15  NO CLASS

W, Mar. 17  NO CLASS

Week 10  Filling the Power Vacuum (819-1062 C.E.)

M, Mar. 22  The Samanid Dynasty  
(Asynchronous)  

**Podcast:** “Avicenna,” *In Our Time*, BBC

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**W, Mar. 24**

**The Buyid Sultanate**

*(Synchronous)*

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

**Primary Source:**


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**M, Mar. 29**

**The Ghaznavids**

*(Asynchronous)*

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

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

**Podcast:** “*Shahnameh of Ferdowsi,*” *In Our Time*, BBC

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**W, Mar. 31**

**The Seljuks and the Migration of the Oghuz**

*(Synchronous)*

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

**Primary Sources:**


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**M, Apr. 5**

**Zangids, Ayyubids, and the Crusades**

*(Synchronous)*

**Textbook:** Egger, 172-182.

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

**Primary Source:**

“Usāma: From Memoirs,” in *The Islamic World*, 185-206

**Podcast:** “*The Crusades in an Islamic Context,*” *Ottoman History Podcast*

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**W, Apr. 7**

**Amazigh Empires: Almoravids and Almohads**

*(Asynchronous)*

**Textbook:** Egger, 182-188.

**Biography:** “al-Idrisi,” *ICTL*, 153-160.

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

**Primary Source:**


**Discussion on Canvas Discussion Board**
Week 13 Synthesis and Creativity, I

M, Apr. 12 Islamic Law
(Asynchronous)
Textbook: Egger, 114-122
Biographies:
“Karima al-Marwaziyya, hadith scholar,” in ICTL, 134-139.
Podcasts:
“What is Islamic Law,” Ottoman History Podcast

W, Apr. 14 Theology
(Synchronous)
Textbook: Egger, 133-137.
Biography:
Primary Source:

Week 14 Synthesis and Creativity, II

M, Apr. 19 Sufism
(Synchronous)
Biographies:
Rabiʿa al-ʿAdawiyya, 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
“Rumi’s World,” Ottoman History Podcast

W, Apr. 21 Philosophy
(Asynchronous)
**PAPER 2 DUE**
Biography:
Film: Youssef Chahine (dir.), Destiny, 1997.

Week 15 Alternatives to the Classical Islamic Principles of Governance

M, Apr. 26 The Mamluk Dynasty
(Synchronous)
Primary Source:

**Podcast:** “The Mamluks,” In Our Time, BBC
  “Life in the Mamluk Sultanate,” Ottoman History Podcast

W, Apr. 28

**The Islamic World in the Age of Mongol Prestige**

**(Asynchronous)**

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

**Primary Source:**

**Biography:**
“Rashid al-Din, physician, courtier, and global historian,” in ICTL, 194-200.
“al-Hilli,” in ICTL, 200-205.

Podcast: “The Mongols and Muslim Societies,” Ottoman History Podcast

**Discussion on the Canvas Discussion Board**

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Week 16  
End of the Semester

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M, May 3

**(Synchronous)**

**Recap and Review**

M, May 10

Final Exam online