

HISTORY OF ISLAMIC CIVILIZATION I
(up to 1258 C.E.)

(21:510:287)

Summer 2016
5/31/2016 – 7/8/2016

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This is an online course that will run from May 31, 2016 through July 8, 2016. All class-related activities will take place on Blackboard <http://blackboard.rutgers.edu>. It is the student's responsibility to follow instructions posted on the course's Blackboard site and maintain communication with the instructor using Blackboard.

TEXTBOOKS

- Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 2004. (Required) ISBN 9780130983893
- Carole Hillenbrand, *Introduction to Islam: Beliefs and Practices in Historical Perspective*, Thames and Hudson, 2015. (Required) ISBN 9780500291580
- All other readings will be posted on Blackboard.
- Also see: *Internet Islamic History Sourcebook* (compiled by Paul Halsall)
<<http://www.fordham.edu/halsall/islam/islamsbook.html>>

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 thirteenth 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 have online discussions in which each student would be expected to participate. We will also see different types of historical evidence and learn how they can be used for 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,
- 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.

PAPER ASSIGNMENTS

You are expected to write two papers for this class. The first paper will be shorter (3-4 pages in length); the second will be longer (5-6 pages). Detailed instructions about the papers will be posted on Blackboard.

CHAPTER SUMMARIES AND QUESTIONS

After completing the relevant reading assignment for each section, you are responsible for producing a brief summary of the reading. The summaries should be 1-2 pages (double space). For each section, you have to produce 5 questions. Summaries and questions will be graded on the basis of relevance to the material, comprehensiveness, and thoroughness.

JOURNAL ENTRIES

You are expected to write a journal entry each day. In these entries, you will document your daily involvement with the course (when you accessed the course site, what you read that day, what you think you have accomplished, etc). The purpose of this exercise is to allow you to monitor your level involvement in the course and reflect on your progress. These entries do not have to be long but they need to be very specific. For example, you have to include what time you accessed the Blackboard site, how many pages you read, etc.

DISCUSSION BOARD PARTICIPATION

Your “presence” in the course will be evaluated on the basis of your overall participation in online discussions. This may be answering a question posed by the instructor or making a comment on something another classmate posted. I expect to see a lively online discussion. Your participation grade will be based on not only how much you participate in these discussions but also on the quality of your participation (whether you make a meaningful contribution, the content of your comments, etc).

PRIMARY SOURCE DISCUSSIONS

In addition to ongoing discussions, there will be 5 sessions devoted to the discussion of pre-assigned primary sources. Primary source discussions will be more structured, in that you will be expected to join the discussion only within a 24-hour window. In these, you need to show

evidence of familiarity with the content of the primary source, be able to produce some thoughtful comments and questions that would contribute to the general understanding of the sources.

GRADING

- 10 % first paper
- 20 % second paper
- 30 % chapter summaries and questions (3 points each X 10)
- 10 % journal entries
- 10 % participation to discussion board
- 20 % primary source discussions (4 points each X 5 discussion)

GRADING STANDARDS

- 90-100 % A (a genuinely outstanding achievement)
- 80-89 % B (above average achievement)
- 70-79 % C (comprehension of the subject at an appropriate university level)
- 60-69 % D (unsatisfactory performance, barely passing)
- Below 60% F (failure)

COURSE POLICIES

- This is an online course. The students are expected to maintain an uninterrupted access to Blackboard throughout the duration of the semester (May 31 – July 8, 2016). Students' access to the course's Blackboard site and participation in online discussions will be monitored by the instructor and will affect students' grade.
- In an online classroom, the primary means of communication is written. In your written communication, you are expected to be respectful of others.
- Unless otherwise noted, all assignments are due before the end of the day (11:59 pm). Late assignments will be penalized.
- 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://history.newark.rutgers.edu/index.php?content=rn_integrity. All students are required to include the Rutgers honor pledge on all major course assignments submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."
- Rutgers abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and the accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing

- June 8 The Caliphate; *Ridda* and Conquest
- June 9 The First Civil War (36-40 / 656-661)
- June 10 Summary and questions (# 3)
- June 11 Discussion of primary sources (#2)

The Umayyad Caliphate & Sectarianism

READ: Egger, 44-84.

- June 12 The Second Civil War (64-76 / 680-692)
- June 13 ‘Abd al-Malik and the Later Umayyads
- June 14 Watch: Islam: Empire of Faith (Part 2)
<https://www.youtube.com/watch?v=-6FvFg4p7kI>
 Summary and questions (# 4)

The Abbasid Caliphate

READ: Egger, 85-93; Primary sources (*A Shu‘ubi Poem & A Tale from the Thousand and One Nights & Book of Kings*).

- June 15 The ‘Abbasid Revolution
- June 16 The ‘Abbasid Caliphate
- June 17 Summary and questions (# 5)
- June 18 Discussion of primary sources (#3)

The Center Cannot Hold Three Caliphates

READ: Egger, 94-113; Hillenbrand, 138-168.

- June 19 The Crisis of the ‘Abbasid Caliphate;
- June 20 The Fatimid Caliphate
- June 21 The Umayyad Caliphate of Cordoba

June 22 Shi'ite identities; Summary and questions (# 6)

Synthesis and Creativity

READ: Egger, 114-138; Hillenbrand, 114-137, 169-188; 189-218; Primary sources (*Shaybani on War and Peace & Malik: the Medinan School & Shafi'i on the Sources of Law & Hallaj: Anecdotes, the Sufi Martyr*).

June 23 Law and Legitimacy in Early Islam

June 24 Science and Medicine

June 25 Sufism

June 26 Summary and questions (# 7)

June 27 Discussion of primary sources (#4)

Filling the Vacuum of Power, 950-1100

READ: Egger, 142-171; Hillenbrand, 229-236.

June 28 The Buyid Sultanate; The Ghaznavids

June 29 The Saljuqs and the Migrations of the Oghuz

June 30 Summary and questions (# 8)

Barbarians at the Gates, 1100-1260

READ: Egger, 172-198; Primary sources (*Two Faces of "Holy War": Christians and Muslims (1095-1270); Jabiz on the Turks, Singing-girls, and Landlords & Books*).

July 1 The Crusades

July 2 Summary and questions (# 9)

July 3 Discussion of primary sources (#5)

The Consolidation of Traditions & The Muslim Commonwealth
READ: Egger, 199-256.

July 5	Intellectual Life
July 6	Agriculture and Urban Life
July 7	Summary and questions (# 10)
July 8	Second paper due