

Course Syllabus: Islam in World Historical Context

HIST 387-002, Spring 2012

Department of History and Art History, George Mason University

Susan L. Douglass

Office Hours: M/W 11:00-12:00 or by appt. at

Office phone 703-993-5284 at Patriot Square, 10570 Braddock Road, Suite 1700

Course Description

The course explores Islam and Muslim history from the sixth to the twentieth century in a world-historical framework. As peoples in a regional society covering a geographic range from the eastern shores of the Atlantic to China and Southeast Asia on the Pacific, Muslims were deeply engaged in the global histories of empire, trade, and the transmission of ideas and the arts during a period spanning fourteen centuries. The course includes political history but its focus is on the changing social, cultural, intellectual and economic processes and patterns of interaction with other societies.

Course Objectives

- students will gain an overview of the religious, political, social and economic history of Muslim societies from the rise of Islam to the twentieth century, in a world historical context, and
- describe the geographic and demographic characteristics of Muslim regions and significant minority populations in Europe and North America
- critically engage historical issues of older and more recent scholarship
- become conversant with important concepts and enduring institutions related to Muslim societies
- read and analyze primary sources from a range of historical periods and assess their significance
- assess the global significance of interactions among Muslim societies and other societies across the eras from the rise of Islam to the present

Course Requirements

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| 15% | Contribution to class discussion |
| 15% | Presentation (ca. 10 minutes) and written analysis (2-3pp.) on any two travel readings listed in Week 8a & b and Week 10. |
| 15% | Reading summaries and discussion of selected readings to be assigned |
| 20% | Prepare 3-5 page paper analyzing an aspect of Muslim society in any era in terms of its world-historical context and impact (e.g. empires, migrations, trade, transfer of knowledge, expressions of faith, the arts, etc.) |
| 35% | Final exam – map, short answer, 2 of 3 essays |

Required Texts

Esposito, John. *The Oxford History of Islam*. New York, N.Y: Oxford University Press, 1999. (OHI)

Brown, Jonathan. *Muhammad: A Very Short Introduction*. Very short introductions 261. Oxford, New York: Oxford University Press, 2011.

Afsaruddin, Asma. *The First Muslims: History and Memory*. Oxford: Oneworld, 2008.

Ruthven, Malise. *Historical Atlas of Islam*. Cambridge, Mass: Harvard University Press, 2004. (Atlas)

Bulliet, Richard W. *Islam: The View from the Edge*. New York: Columbia University Press, 1994.

Mandaville, Peter G. *Global Political Islam*. London; New York: Routledge, 2007.

Weekly Topics & Readings

| Week 1 (1/23 & 1/25): Framing Islamic history | | PAGE COUNTS |
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| Questions for discussion: <ul style="list-style-type: none"> What connections do Hodgson and Voll see between Islam and World History? Why is “civilization” as a concept inadequate to understanding a topic of vast geographic and chronological scope? | | |
| Islam and World History Readings: | | |
| Hodgson, Marshall G. S. “The Role of Islam in World History.” <i>International Journal of Middle East Studies</i> 1, no. 2 (April 1970): 99-123. | | 24 |
| Voll, John Obert. “Islam as a Special World-System.” <i>Journal of World History</i> 5, no. 2 (October 1, 1994): 213-226. | | 13 |
| Week 2 (1/30 & 2/1): History and Geography of the Region before Islam | | |
| Questions for Discussion <ul style="list-style-type: none"> What is the Arabian Peninsula – isolated desert or bridge between landmasses and waterways? How do geographic and cultural ways of viewing the Arabian Peninsula affect perspectives on the history of the Abrahamic religions? | | |
| Readings: | | |
| The geography of the Arabian Peninsula and the Abrahamic Religions at Theme: Geography background in “Global Connections: Middle East. Geography PBS”, n.d. http://www.pbs.org/wgbh/globalconnections/mideast/themes/geography/index.html ; Theme: Religion background, in “Global Connections: Middle East. Religion PBS”, n.d. http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/index.html . | | ca. 30 - 45 min |
| Malise Ruthven, Geophysical Map of the Muslim World,” and “Late Antiquity Before Islam,” <i>Historical Atlas of the Islamic World</i> , (Oxford University Press, 2004), 16-25 | | 9 |
| Ch.7: Jane I. Smith, “Islam and Christendom: Historical, Cultural, and Religious Interaction from the Seventh to the Fifteenth Century,” <i>OHI</i> , 305-317. | | 12 |
| Week 3 (2/6 & 2/8): Rise of Islam | | |
| Questions for Discussion <ul style="list-style-type: none"> What role did Muhammad play in the “origins” of Islam, and was he the prime cause? What are the sources and major characteristics of the Islamic faith? | | |
| Readings: | | |
| Short excerpt from Vincent Cornell, Din and Theology in Qur’an and Sunnah,” in Douglass, Susan, ed., <i>Rise and spread of Islam, 622-1500</i> . Detroit: Gale Group, 2002, pp. 335-336 on the Concept of <i>din</i> (religion) | | 1 |

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| Brown, Jonathan. <i>Muhammad: a very short introduction</i> . Oxford: New York: Oxford University Press, 2011. | 120 |
| Chapters 1-4, pages: 1-58, Afsaruddin, Asma. <i>The First Muslims: History and Memory</i> . Oxford: Oneworld, 2008. | 58 |
| ***Unity Productions Foundation, Michael Schwarz, Kikim Media (Firm), and KQED-TV. <i>Muhammad Legacy of a Prophet</i> . Kikim Media, 2001. (View in full at http://www.groundzerodialogue.tv/ scroll down to “Watch a Film” to this title) | (In class or at home viewing in lieu of class) |
| Optional: <ul style="list-style-type: none"> View lecture at GMU “Abiding Stereotypes About Prophet Muhammad in the Medieval and Modern West” : Jonathan Brown, Georgetown University at http://vimeo.com/21703179 Primary source readings from the Hadith and Sirah Nabawiyya: Alan Godlas, “Hadith and the Prophet Muhammad”, n.d. http://www.uga.edu/islam/hadith.html. | ca. 30 min |
| Week 4 (2/13 & 2/15): Spread of Islam and the Question of Jihad | |
| Questions for Discussion <ul style="list-style-type: none"> To what causes do historians attribute the rise and spread of Islam? What is the difference between the conquest and the spread of Islam as distinct historical processes? | |
| Readings: | |
| <i>Atlas</i> , pp. 26-33. | 5 |
| Chapters 5-7, pages 59-128, Asma Afsaruddin, <i>The First Muslims: History and Memory</i> . Oxford: Oneworld, 2008. | 69 |
| <i>OHI</i> , first part of Ch. 1, Donner, “Muhammad and the Caliphate,” pp. 1-14. | 14 |
| Optional): Heck, Paul L. “Jihad Revisited.” <i>Journal of Religious Ethics</i> 32, no. 1 (March 1, 2004): 95-128. Fred Donner, <i>The Early Islamic Conquests</i> . Princeton University Press, 1981, beginning with pg. 251 at Internet Islamic History Sourcebook at http://www.fordham.edu/halsall/med/donner.html . | |
| Week 5 (2/20 & 2/22): Views from the Center and the Edge: the Khalifate and the Evolution of Muslim society | |
| Questions for Discussion <ul style="list-style-type: none"> Was the Islamic political order a theocracy? What was its source of legitimacy? What led to the expansion of urbanization in Muslim societies and how did it relate to urban development in Asia? Did an Islamic Empire give rise to an Islamic Civilization? | |
| Readings: | |
| Continue in Ch. 1, Fred M. Donner, “Muhammad and the Caliphate: Political History of the Islamic Empire up to the Mongol Conquest,” in John Esposito, ed., <i>OHI</i> , pp. 14-61. | 47 |

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| Atlas, pp. 36-51 | 25 |
| Richard W. Bulliet, <i>Islam: The View from the Edge</i> , New York: Columbia University Press, 1994, pp. 1-12; pp. 67-114; "Islamic Urbanization" | 59 |
| Week 6 (2/27 & 2/29): Transmission of the texts and development of legal institutions | |
| Questions for Discussion <ul style="list-style-type: none"> • What were the sources of religious authority in the early centuries of Islam • What intellectual traditions and institutions ensured the transmission of Islam beyond the first generations? • What role did the ulama and other literary classes play in the formation of Muslim society? | |
| Readings: | |
| Chapters 8-11, pages 129-195, Asma Afsaruddin, <i>The First Muslims: History and Memory</i> . Oxford: Oneworld, 2008. | 66 |
| Chapters 1-3, "Orality and Authority," "Prophet, Qur'an and Companions," "The View from the Edge," Richard W. Bulliet, <i>Islam: The View from the Edge</i> . New York: Columbia University Press, 1994, pp. 13-66 | 53 |
| <i>OHI</i> , Hashim Kamali, "Law and Society: The Interplay of Revelation and Reason in the Shari'ah," pp. 107-153. | 44 |
| In class: Primary source readings from Roded, Ruth. <i>Women in Islamic Biographical Collections: From Ibn Sa'ad to Who's Who</i> . Boulder: L. Rienner Publishers, 1994. | |
| Week 7a (March 5): Intellectual tradition, knowledge production and exchange | |
| Questions for Discussion <ul style="list-style-type: none"> • What led to the intellectual flowering in Muslim society? • What were the pathways by which scientific knowledge was diffused and disseminated into Muslim civilization and beyond? | |
| Readings for Week 7a (March 5): Islam and the sciences | |
| View video: Jim Al-Khalili, Science and Islam , three-part series TV for BBC (Oxford Scientific Films), 2009, which can be viewed at http://topdocumentaryfilms.com/science-and-islam/ (Part 2) | ca. 2 hours |

| Week 7b (March 7): Visual and literary arts | |
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| Questions for Discussion <ul style="list-style-type: none"> • What forms and themes are apparent in Islamic arts over time? • How are Islamic arts and literature related to the arts in Europe and Asia? | |
| Exploration of the arts and literature | |
| <i>OHI</i> , Blair and Bloom, “Art and Architecture: Themes and Variations,” pp. 215-267. | 52 |
| Explore museum collections of the arts of Islam at www.muslimmodernities.org (See “Learn More”) OR Explore the Islamic Art collections of three regions and three time periods using the MET Heilbrunn Timeline of Art History at http://www.metmuseum.org/toah . | ca. 2 hours |
| <u>Optional Readings:</u> Sheila S. Blair, “Islamic art as a source for the study of women in premodern societies,” in <i>Beyond the Exotic: Women’s Histories in Islamic Societies</i> . 1st ed. Gender, culture, and politics in the Middle East. Syracuse, N.Y: Syracuse University Press, 2005. Excerpts from literary anthologies: qasidah, Andalusian poetry, essays and maqamat in <i>Beyond a Thousand and One Nights: Sampler of Literature from Muslim Civilization</i> , pp. 103-134. | |
| Week 8a (March 19): Hemispheric Connections | |
| Questions for Discussion <ul style="list-style-type: none"> • How did Muslim regions act as a medium for diffusion of trade goods, crops, techniques and technologies? • What were the pathways by which science and technologies diffused across the eastern hemisphere, and what role did Muslim societies play in the transmission? | |
| Readings: | |
| K. N. Chaudhuri, “The Economy in Muslim Societies,” in Francis Robinson, ed. <i>The Cambridge Illustrated History of the Islamic World</i> . New York: Cambridge University Press, 1996, pp. 124-163 | 39 |
| Excerpt, pp. 91-94, Chapter 18, “A Medium for Diffusion,” in Andrew Watson, <i>Agricultural Innovation in the Early Islamic World: The Diffusion of Crops and Farming Techniques, 700-1100</i> . Cambridge University Press, 1983. | 4 |
| <i>Atlas</i> , pp. 52-55 | 3 |
| See Travel Readings below, next page | |

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| <p>Travel Readings for Presentations: Hemispheric Connections</p> <p>Jacob Lassner, <i>The Topography of Bagdad in the Early Middle Ages</i> (translation of <i>Tarikh Bagdad</i>, al-Khatib al-Baghdadi d. 1091) <i>Tarikh Bagdad</i>, pp. 25-42, 50-53, 61-62, 75-76, 108-109.</p> <p>Belitung shipwreck and Tang dynasty trade to the Persian Gulf in clips from the video <i>Secrets of the Tang Treasure Ship</i></p> <p>Travel accounts: Ibn Jubayr, Ibn Fadlan, and the Indian Ocean in World History web project travelers at www.indianoceanhistory.org : Geniza documents, Benjamin of Tudela, Austro-polynesian mariners.</p> <p>Ibn Battuta in East Africa, excerpt from <i>World History for Us All</i>, “Consolidation of Trans-Hemispheric Networks,” pp. 17-18</p> <p>Excerpts from Francesco Gabrieli, <i>Arab Historians of the Crusades</i>. Berkeley: University of California Press, 1984.</p> <p>Excerpt from the Rihlah of Ibn Jubayr from (R. J. C. Broadhurst, trans.). <i>The Travels of Ibn Jubayr, Being the Chronicles of a Mediaeval Spanish Moor Concerning His Journey to the Egypt of Saladin, the Holy Cities of Arabia, Baghdad the City of the Caliphs, the Latin Kingdom of Jerusalem, and the Norman Kingdom of Sicily</i>. London: J. Cape, 1952, pp. 50-53; 225; pp. 3-12; 28-30; 139-168 on the conquests of Jerusalem.</p> <p>Ceramics as travelers -- <i>Iraq and China: Ceramics, Trade and Innovation</i> Freer and Sackler Gallery exhibit website at http://www.asia.si.edu/exhibitions/online/iraqChina/defaultIC.htm</p> | |
| <p>Week 8b (March 21): Mongols, Crusades, and the Black Death</p> | |
| <p>Questions for Discussion</p> <ul style="list-style-type: none"> Did the vitality of Muslim civilization end with the Mongol invasions and other catastrophes of the 12th – 14th centuries? Was there a golden age followed by decline? How can either be defined? | |
| <p>Readings: Mongol destruction and successor states</p> | |
| <p><i>Atlas</i>, 56-57; 62-69 (Crusader Kingdoms, Ayyubids, Mongols, and Spain & the Reconquista)</p> | 8 |
| <p>Somogyi, Joseph de. “A Qasida on the Destruction of Baghdad by the Mongols.” <i>Bulletin of the School of Oriental Studies, University of London</i> 7, no. 1 (January 1, 1933): 41-48.</p> | 7 |
| <p>Excerpt on the plague in Damascus and Cairo from H. A. R. Gibb, tr. and ed. Ibn Battuta, <i>Travels in Asia and Africa 1325-1354</i>. London: Broadway House, 1929 at http://www.fordham.edu/halsall/source/1354-ibnbattuta.html</p> | |
| <p>Robert Irwin, “Islam and the Crusades,” in Riley-Smith, Jonathan Simon Christopher, ed. <i>The Oxford Illustrated History of the Crusades</i>. Oxford: Oxford University Press, 1997, pp. 217-242.</p> | 25 |

Week 9 (March 26 & 28): Regional Empires and Expansion in Europe, Africa and Asia to 1750

Questions for Discussion

- How did large states arise across the central Muslim lands and why did they endure for centuries?
- How did hemispheric networks affect the spread of Islam in Africa and Asia?

Readings:

OHI, Lapidus, pp. 351-393; Lawrence, pp. 395-431; Gladney, pp. 433-457; Levtzion, pp. 475-507. [students select readings to summarize in pairs, incl. responding to discussion questions]

42, 36, 24, 32

Atlas, "Subsaharan Africa East & West," "Indian Ocean to 1499," pp. 70-79; Ottomans, pp. 84-87;

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Barkey, Karen. "Islam and Toleration: Studying the Ottoman Imperial Model." *International Journal of Politics, Culture, and Society* 19, no. 1/2 (December 1, 2005): 5-19.

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In class:

Al-Hassan ibn Muhammad al-Wazzan (d. 1552) *The History and Description of Africa and the Notable Things Therein Contained*. London: Hakluyt Society, 1896, pp. 822-827 on the towns and kingdoms of Djenne, Timbuktu, Kabara and Gago.

Week 10 (4/2 & 4/4): Encounters with Europe, 1500-1900

Questions for Discussion

- How did the European oceanic voyages change patterns of economy and politics?
- How did Muslim and other societies in the eastern hemisphere affect Europe?

Readings:

Atlas, "Indian Ocean 1500-1900," pp. 80-83; "Ottoman Empire 1650-1900," pp. 88-91; "India," pp. 96-101; Iran pp. 92-95; "Russia," pp. 102-105; "Southeast Asia," pp. 106-107.

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Giancarlo Casale lecture video from NEH Conference at GMU at <http://www.muslimmodernities.org/items/show/274>

ca. 20 minutes

See Travel Readings, below, next page

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| Travel Readings for Presentations: Early Modern Travel & Trade Malay Account of the Portuguese in Malacca, First Global Era, Indian Ocean in World History at http://www.indianoceanhistory.org cited from Manuscript <i>Raffles</i> 32 of the Royal Asiatic Society (Text reproduced in Subrahmanyam, Sanjay (1993). <i>The Portuguese Empire in Asia 1500-1700</i> . London: Longman, 1993. http://www.upf.edu/materials/huma/central/fonts/materials/malaca.htm Cemal Kafadar, "A History of Coffee", <i>Economic History Congress XIII</i> (Buenos Aires, 2002) and website "Kurukahveci Mehmet Efendi Mahdumları", n.d. http://www.mehmetefendi.com/mehmetefendi/eng/pages/tk2.html to trace "Coffee's Historical Journey." Seydî Ali Reis (Vámbéry, Ármin, ed. and tr.) <i>The Travels and Adventures of the Turkish Admiral Sidi AliReis in India, Afghanistan, Central Asia, and Persia, During the Years 1553-1556</i> . London: Luzac, 1899. Readings on Napoleon's invasion by Abd al-Rahmān al-Jabartī, <i>Al-Jabartī's Chronicle of the First Seven Months of the French Occupation of Egypt: Muharram-Rajab 1213, 15 June-December 1798: Tārīkh Muddat Al-Farānsīs Bi-Misr</i> . Leiden: E. J. Brill, 1975. | |
| Week 11(4/9 & 4/11): Social and Political Change in the Long 19th Century | |
| Questions for Discussion <ul style="list-style-type: none"> How did global modernity emerge in the encounter among diverse societies during the past two centuries? | |
| Readings: | |
| <i>OHI</i> , Voll, "Foundations for Renewal and Reform," pp. 509-547. | 38 |
| <i>Atlas</i> , 108-109 (European & Russian Empires); 110-111 (Reform Movements); 112-115(Turkey); 118-121 (Balkans & E. Mediterranean) | 10 |
| Edmund Burke III, "Towards a Comparative History of the Modern Mediterranean, 1750-1919," Presented to the NEH Forum "Beyond Golden Age and Decline: The Legacy of Muslim Societies in Global Modernity, 1300-1900" George Mason University, March 14-15, 2011. (Download pdf here or watch Prof. Burke's presentation at http://www.muslimmodernities.org/items/show/266) | ca. 20 minutes |
| <u>In class</u> : Selected primary source readings from responses to European cultural and educational influence in Charles Kurzman, ed. <i>Modernist Islam, 1840-1940: A Sourcebook</i> . Oxford: Oxford University Press, 2002. | |
| Week 12 (4/16 & 4/18): Twentieth century developments | |
| Questions for Discussion <ul style="list-style-type: none"> How did post-colonial situations affect the relation between Islam and the nation-state? What were the goals of independent nations in Muslim societies and how successful were they? What were the economic foundations of Muslim nations in the 20th century. | |
| Readings: | |
| <i>OHI</i> , Nasr, "Colonialism & Emergence of Modern States," pp. 549-599. | 50 |
| <i>Atlas</i> , pp. 116-117 (Muslim World under Colonial Domination); 124-127, 162-163 (Levant & Israel-Palestine); 146-147 (Oil); 148-149 (Water); 150-151 (Arms); 160-161 (Saudi Arabia) | 15 |

Week 13 (4/23 & 4/25): Global trends and encounters

Questions for Discussion

- What are the demographics of Muslims in the world today?
- How did Islam become Islamism?
- Is modern Islam an expression of ideology or culture?

Readings:

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| <i>Atlas</i> , 166-167 (Muslims in Europe); 168-171 (Muslims in North America) | 5 |
| Mandaville, <i>Global political Islam</i> . Psychology Press, 2007, chapters 4-6, "Islam in the system," "Islam as a system," and Islam for lack of a system," pp. 96-236 | 140 |
| Mandaville, <i>Global Political Islam</i> , ch. 9, "Who Speaks for Islam? Religious Authority in the Global Ummah," pp. 302-331. | 29 |
| Albertini, Tamara. "The Seductiveness of Certainty: The Destruction of Islam's Intellectual Legacy by the Fundamentalists." <i>Philosophy East and West</i> 53, no. 4 (October 1, 2003): 455-470. | 15 |
| <u>Optional</u> : OHI, Haddad, "Globalization of Islam," pp. 601-641. | |
| <u>In class</u> : PEW Report: Mapping the Global Muslim Population at http://pewforum.org/Mapping-the-Global-Muslim-Population.aspx Clips from the Gallup Polling information and updates: Gardner, Robert. <i>Inside Islam: what a billion Muslims really think</i> . Unity Productions Foundation, 2010. | |

Week 14 (4/30 & 5/2): Student Presentations & Conclusions

Final Exam: For classes that meet MW 12:00 pm – 1:15 pm, final exam is on **Mon. 5/14, 10:30 am – 1:15 pm** (you may check the schedule at <http://registrar.gmu.edu/calendars/2012SpringExam.html>)

Course Policies

Class Absences: Students are expected to attend all meetings of the course. If you have to miss class, you need to let me know why beforehand if at all possible, or immediately thereafter. You are responsible for the contents of the lecture or discussion.

Cellular telephones, and other electronic devices may not be used in the classroom except by written permission from the instructor. **Laptops may be used in connection with class work only, such as taking notes and viewing online resources related to discussion, and infringement (i.e. non-class related use) will result in being asked to leave the class.**

Email and electronic attachments: Electronic mail has not become obsolete; rather, it is the best way to reach me, and the best way for me to reach you if necessary. To ensure that your email doesn't land in spam, please use your GMU email address to correspond, and include a brief but clear subject line. Please sign your name and the course number at the end of your message. **If you submit written work electronically, which I prefer, the filename MUST include your name and assignment title.** The email address listed for students on Patriot Web is their @masonlive.gmu.edu accounts, and this will be the address to which course correspondence will take place. If you have not activated your GMU email account, go to <https://mail.gmu.edu/> or <http://masonlive.gmu.edu/gettingstarted.html> to do so.

Deadlines: Students are responsible for knowing and respecting assignment deadlines for course assignments. **Check Blackboard regularly for any messages, changes, and assignment details.** Late work will be penalized unless you have explicit permission from your instructor before the deadline. If you find you cannot submit an assignment on time, you must contact the instructor at least 24 hours in advance of the deadline, and you must have received a response from the instructor.

Submission of Work: All written work is due at the beginning of class on the day indicated on the syllabus, unless otherwise stated. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page, all pages numbered, and all papers submitted in hard copy should be stapled. Documents submitted electronically should be in .doc, .pdf, or .rtf formats. They should also be saved with the student's last name as part of the filename (Douglass_paper1_HNRS230). Keep electronic copies of all work. Your instructor may ask for an electronic copy of your paper to ensure compliance with GMU policies on plagiarism, etc.

Academic Honesty and Plagiarism: This class and all of your work as an undergraduate are governed by GMU's Honor Code: "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Plagiarism is presenting another person's words, ideas, or sequence of arguments as your own without attribution. If you have a question about this, please ask. If you are tempted to plagiarize or find yourself using material from the Internet or any other source and trying to pass it off as your own, stop working on the assignment and contact the instructor. It is better to submit work late than to break the Honor Code. It is my duty to report all violations of the Honor Code, and I take this duty quite seriously. When I report cases of plagiarism to the Honor Committee, I recommend that the penalty be failure for the course or suspension from George Mason. Such drastic outcomes are avoided through proper citations and good communication with your instructor. To read more about the Honor Code, the Honor Committee, and its procedures, see go to <http://academicintegrity.gmu.edu/honorcode/>