

ISLAMIC HISTORY

ASH 3222 (13618) 3 Credit Hours FALL 2019 T/Th 11:00-12:20 p.m. AL 345

Instructor: Eric J. Hanne Office: AL 152 Office Phone: 297-3847

Office Hours: T/Th 9:00-10:30 am & 3:30-5:00 pm; Mondays by Appt.: ehanne@fau.edu

لا تستوحش طريق الحق من قلة المسافرين عليه

Lā tastawḥishu ṭarīq al-ḥaqq min qillat al-musāfirin `alayhi.

Course Description and Goals: This course introduces students to both the history of the Islamic world from the seventh century to the rise of the Mongol Empire as well as to the nature of the modern study of this history. Through lectures, readings, in-class discussions and activities, students will learn about key concepts associated with the belief system of Islam as well as major developments in the history of the central Islamic lands during the medieval period. Cognizant that Islamic civilization did not arise and flourish in a religious or socio-political vacuum, the readings and activities of this course underscore the key role that Muslim civilization has played in the larger continuum of world history.

Course Requirements and Rules: Active and prepared attendance at class sessions is required. Each of the in-class and out-of-class activities require a close reading of the materials provided. The normal rules of classroom etiquette apply (i.e. turn off phones/pagers, etc.) If (on the rare occasion) one arrives late to class, one *must* enter the classroom in an unobtrusive manner. Exams and assignment due dates are clearly listed in the syllabus and students are expected to make the required arrangements to see that they meet these deadlines and exam dates. Late papers are penalized at least one full letter grade. Students registered with the SAS and student-athletes should contact me outside of class to make any potential alternative arrangements.

Course Assignments/Due Dates/Grades: Examinations will consist of an in-class mid-term and an in-class final—both are “blue book” exams. In addition, there are two other assignments (see end of syllabus): A book review of an academic work dealing with some aspect of the medieval Muslim world (4-7 pages), and a written summary for the *Baghdad Munaqasha* (3-5 pages). Grades, based on a straight-scale, break down as follows:

<u>ITEM</u>	<u>% of Course Grade</u>	<u>DATE/DUE DATE</u>
Mid-term	30%	Tuesday, Oct. 8 (in class)
<i>Baghdad Munaqasha</i> (3-5 pp)	15%	Tuesday, Nov. 19 (in class)
Book Review (4-7 pp)	15%	Tuesday, Nov. 26 (in class)
Final	30%	Tuesday, Dec. 10 10:30-1:00 pm
Active attendance and Participation	10%	(in class)
	100%	Throughout term

Grading Scale: 100-93 = A; 92-90 = A-; 88-89 = B+; 83-87 = B; 82-80 = B-; 79-78 = C+; 73-77 = C; 72-70 = C-; 68-68 = D+; 63-67 = D; 62-60 = D-; 59-0 = F

Course Materials: (try www.amazon.com or <http://www.used.addall.com/> to obtain less expensive versions of Kennedy and Calder et al. works. This is a clearinghouse of online book sellers)

Kennedy, Hugh. *The Prophet and the Age of the Caliphates* New York: Longman, 2016 (*Prophet* in syllabus) (ISBN pbk: 9781138787612 ISBN ebook: 9781315673516)

Entries from *The Encyclopaedia of Islam* (Available in the Library Reference Section or Canvas)

Articles uploaded to Canvas (listed as Canvas on syllabus)

Online Materials (URLs provided in syllabus)

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Code of Academic Integrity Policy:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001: (https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf).

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.



SCHEDULE OF CLASS MEETINGS

WEEK 1: INTRODUCTIONS AND INTROSPECTION

- Tuesday, August 20 Topic: Introduction of course; Demystifying Diversity
Readings: None
- Thursday, August 22 Topic: Defining "Islamic History" CLASS DISCUSSION
Readings: M.G.S. Hodgson, "The Role of Islam in World History"
(Canvas)

WEEK 2: THE PRE-ISLAMIC REGION

- Tuesday, August 27 Topic: Empires and Legacies
Readings: *Prophet*, 1-12
- Thursday, August 29 Topic: Arabia Felix?
Readings: *Prophet*, 13-25

WEEK 3: MUHAMMAD, PROPHET AND . . . ?

- Tuesday, September 3 Topic: Muhammad and the "Old Order"
Readings: *Prophet*, 25-42
- Thursday, September 5 Topic: Muhammad and the "New Order"
Readings: Jonathan E. Brockopp "Introduction" (Canvas) Michael
Lecker, "Glimpses of Muhammad's Medinan decade" (Canvas)

WEEK 4: THE NASCENT *UMMA*

- Tuesday, September 10 Topic: The Rashidun, Ridda, and *Futuh*
Readings: *Prophet*, 43-70
- Thursday, September 12 Topic: The Rashidun, *Futuh*, and *Fitna*
Readings: *Prophet*, 43-70

WEEK 5: THE "OLD ORDER" VS. THE "NEW ORDER"

- Tuesday, September 17 Topic: The Rise & Rule of the Umayyads
Readings: *Prophet*, 71-106; Fred Donner, "Formation
of the Islamic State" (Canvas)

Thursday, September 19 Topic: Opposition, Pious and Otherwise
Readings: *Prophet*, 71-106

WEEK 6: DA`WA AND DAWLA

Tuesday, September 24 Topic: The Abbasid Call--The *da`wa*
Readings: *Prophet*, 107-128; *Encyclopaedia of Islam* s.v. "Da`wa"

Thursday, September 26 Topic: The Abbasid Revolution--The *dawla*
Readings: *Prophet*, 107-128; *Encyclopaedia of Islam* s.v. "Dawla"

WEEK 7: THE GOLDEN AGE (?)

Tuesday, October 1 Topic: The Abbasids: The "New Order" Triumphant?
Readings: *Prophet*, 107-128

Thursday, October 3 Topic: "Taking up a burden:" The Wazirate
Readings: *Encyclopaedia of Islam*, s.v. "Baramika"
Al-Tanûkhî: Ruminations and Reminiscences, c. 980 CE
<http://www.fordham.edu/halsall/source/980al-atanukhi.html>

WEEK 8: ISLAMIC INTELLECTUAL DEVELOPMENTS: ORTHODOXY??

Tuesday, October 8 MID-TERM--IN CLASS

Thursday, October 10 Topic: Discourse
Readings: *Encyclopaedia of Islam*, s.v. "Ilm al-Kalam" "Mihna"

WEEK 9: ISLAMIC INTELLECTUAL DEVELOPMENTS: HERESY??

Tuesday, October 15 Topic: The Roots of Legal Understanding
Readings: *Sourcebook*, pp. 247-297; J. Schacht "Law and Justice"
<http://www.fordham.edu/halsall/med/schacht.html>

Thursday, October 17 Topic: "Looking inward with love" & Comprehending the Incomprehensible
Readings: *Encyclopaedia of Islam*, s.v. "Tasawwuf" (Pt. 1 & 2);
Encyclopaedia of Islam, s.v. "Falsafa"

WEEK 10: THE ABBASID DECLINE

- Tuesday, October 22 Topic: "Looking inward with love" & Comprehending the Incomprehensible (Continued)
Readings: *Encyclopaedia of Islam*, s.v. "Tasawwuf" (Pt. 1 & 2);
Encyclopaedia of Islam, s.v. "Falsafa"
TITLES FOR BOOK REVIEWS ARE DUE TODAY
- Thursday, October 24 Topic: The Fourth *Fitna* & Samarran Fiasco
Readings: *Prophet*, 128-181

WEEK 11: NEW PLAYERS, NEW DYNAMICS

- Tuesday, October 29 Topic: The "Persian" Intermezzo
Readings: *Prophet*, 182-213; *Encyclopaedia of Islam* s.v. "Buwayhids"
- Thursday, October 31 Topic: A Plethora of "-ids"
Readings: *Prophet*, 214-294; *Encyclopaedia of Islam* s.v. "Ghaznawids," "Saffarids," "Samanids"

WEEK 12: NEW PLAYERS, NEW THREATS

- Tuesday, November 5 Topic: Spiraling inward or outward? (Same readings)
- Thursday, November 7 Topic: Saljuq Rule: Family Confederacy or Itinerant Rulers
Readings: *Encyclopaedia of Islam*, s.v. "Saldjukids"

WEEK 13: WHO SHOULD RULE??

- Tuesday, November 12 Topic: *al-Khalifat Allah fi'l-ard* or *al-Imam*
Readings: *Encyclopaedia of Islam*, s.v. "Khalifa" & "Imama"
(Available on Canvas)
- Thursday, November 14 *Islam: Empire of Faith*

WEEK 14: WORKING IT OUT

- Tuesday, November 19 *Baghdad Munaqasha*
- Thursday, November 21 Topic: The Crusades (aka Definition of Insanity)
Readings: Readings: Urban II (1088-1099): Speech at Council of

Clermont, 1095, Five versions of the Speech

<http://www.fordham.edu/halsall/source/urban2-5vers.html>

WEEK 15: NEWER PLAYERS, NEWER THREATS

Tuesday, November 26

Topic: A New Threat from the East

Readings: *Encyclopaedia of Islam*, s.v. "Mongols" Ibn al-Athir, On the Tatars <http://www.fordham.edu/halsall/source/1220al-Athir-mongols.html>

BOOK REVIEWS DUE

TUESDAY DECEMBER 10

FINAL 10:30-1:00 PM (AL 345)



A BAGHDAD MUNAQASHA
Oral Presentation and Written Summaries
21 Rabīʿ al-awwal 1441/19 November 2019



WHO SHALL RULE?

The question of who shall rule over the Islamic *umma* has been a cornerstone of political, theological, cultural, and legal debate from the seventh century to the modern day. Students will tackle this thorny issue in its medieval manifestation, taking part in a traditional "debate" (i.e. *munaqasha*) where they will delineate and debate the answers to the following questions:

Does the Islamic community need a ruler? What is the reasoning based on?

If so, what is the nature of this ruler? Qualifications? Selection process? What are the duties of rulers? Can there be more than one? More than one type? The nature of rule?

To aid the students in their preparations, they will be assigned an individual or group whose "platform" they will discuss and defend in class. Students will be provided with the necessary materials (i.e. articles, primary sources, etc.) that will help them to prepare a three to five-page summary in addition to their oral presentation in class. Although NOT a group project, more than one student will be assigned to a particular individual or group. The individuals and groups to be represented at the *Baghdad Munaqasha* include: **1) Imāmī Shīʿī; 2) Ismāʿīlī Shīʿī; 3) al-Māwardī; 4) Nizām al-Mulk; 5) Khārijī; 6) al-Ghazālī; 7) al-Qarāfi**

Book Review

DUE: 26 November 2019 In-Class

BOOK REVIEW GUIDELINES (Based on materials from R.S. Humphreys)

Each student will be required to write a book review and hand it in on or before **Tuesday, 26 November 2019**. These book reviews should be **four to seven** pages (double-spaced typewritten) in length. Late papers will lose one letter grade or more without documentation of an emergency—Plan ahead and be prepared in case of unforeseen problems. Use the following points as a guide and all should be well:

1) Consult with me about the topic/titles you are interested in—*Remember*, the work must be a scholarly study of some topic pertaining to Medieval Islamic History—up to the seventh-eighth/thirteenth-fourteenth century. In addition, you may choose to cover topics that not only deal with the central Islamic lands, but with al-Andalus (Muslim Spain) and Sub-Saharan Africa as well.

I will work with each of you individually to help you find a title that interests you. We will first exhaust the holdings of FAU and the surrounding library systems. From there we will work with Inter-Library Loan and/or my own collection.

Make sure to choose early and secure the title. 22 October 2019 is the deadline for submitting titles. Changes may be made—but make sure to leave ample time for the final product.

2) Read the work . . . Yes, this goes without saying, but it is important to stress the role of critical reading. To write an effective book review you will want to re-read certain sections and have the main ideas clear in you head. Bear the following points in mind as you read and take notes.

In any review, the first step is to be sure that the reader knows what book you are talking about. At the top of the first page, give the publication date: author's name; full title of the book; place of publication, publisher, and date; and number of pages. Use the following format:

Ira M. Lapidus. *A History of Islamic Societies*. Cambridge: Cambridge University Press, 1988. 1002 pp.

Aside from one or two opening remarks, your first job is to tell your reader what the book is about.

In your opening paragraph, identify the subject matter. Be specific in this regard (i.e. "Author X has written a lengthy work on Islamic History" is not sufficient)

3) Your next major task is to identify and discuss the author's interpretation of his/her subject matter. What is the author's main thesis (i.e. the point that he/she wishes to prove in the book.)? Is this thesis explicit or is it tucked away "between the lines." What are the author's presuppositions (as to what is important, what is relevant evidence, etc?)

4) Related to this previous point—is there an goal of sorts on the author's part? Why did they write the book do you suppose? Sometimes this is clearly stated—and at times it is clear only to the reader.

5) Above all these works are based on a scholar's research—utilizing a variety of resources, both textual (manuscripts, etc.) or material (coinage, architecture, etc.). What kinds of evidence does the author use? Why does he/she choose this evidence and not other kinds (If you feel this is important to the work as a whole) Most authors will outline their sources and why they chose them in the preface or in a bibliographic essay at the back of the book. Look for this, and look at the footnotes to see whether they have lived up to their professional principles.

6) A major duty of the professional reviewer is to evaluate the book he/she is examining—whether it has used all the relevant sources, whether its author has studied other contributions to the subject, whether it adds anything new to our knowledge or comes up with a significant new interpretation of established knowledge. *That being said*, this sort of thing one can seldom be expected to do as an undergraduate and/or someone new to the field. In other words, my goal in assigning these book reviews is not to show you what you do not know—but rather to give you the opportunity to study something that interests you—and in as an efficient manner as possible. What you can do is say what kind of contribution the work has made to your understanding of the subject—what new problems it has made you aware of , what questions it has led you to ask, what directions you would like to follow in further inquiries. A statement of this kind is an appropriate (but not necessary) way to conclude your book review.

WHAT NOT TO DO:

*** Simply regurgitate the facts from the book—summarizing the main points, issues etc. This is not a review—and you will not receive full credit for works in this vein.

*** Use excessive quotes/block quotes from the work. This draws away from your discourse and overly pads a paper. Instead, use smaller statements, footnotes to pages in the work, to illustrate your points.

*** Turn in a paper late and/or with typographical, grammatical errors. Make sure to proofread and revise the work *prior* to handing it in.

Eric J. Hanne