

HISTORY 104
INTRODUCTION TO THE CIVILIZATION OF THE ISLAMIC MIDDLE EAST

BULLETIN INFORMATION

HIST 104 - Introduction to the Civilization of the Islamic Middle East (3 credit hours)

Course Description:

An analysis which treats the major cultural elements of traditional Islamic civilization and then concentrates upon the reactions of the Arabs, Turks, and Iranians to the problems of adjusting to the modern world.

SAMPLE COURSE OVERVIEW

TBA

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 104, students will be able to:

1. Demonstrate the use of principles of historical thinking to understand human societies.
2. Define and summarize major events, developments, and themes of the history of the Islamic Middle East.
3. Evaluate significant themes, issues, or eras in the history of the Islamic Middle East.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate the ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Demonstrate the ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Armstrong, Karen. Islam: A Short History (New York: Random House, 2000).
2. Arthur Goldschmidt, Jr., & Lawrence Davidson, A Concise History of the Middle East (Cambridge, Mass.: Westview, 2002).
3. Paul Halsall, "Internet Islamic History Sourcebook,"
<http://www.fordham.edu/halsall/islam/islamsbook.asp#The%20Pre-Islamic%20Arab%20World>

SAMPLE ASSIGNMENTS AND/OR EXAM

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and

interpretive themes and require students to analyze historical context and apply historical methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. Quizzes

2. Two exams and a final exam

3. Paper assignment: The essay *must* be printed (in standard font and with standard margins) and should be approximately four pages, exclusive of bibliography and notes. Your essay will be graded on its contents (that is, the effectiveness with which it answers the question posed) and also on its style (the effectiveness of your use of English and your ability to order your thoughts and present them well). In preparing the essay, you must draw upon both primary and secondary sources. Your paper should have a properly prepared bibliography listing the sources you have used and must also include citations (whether in the form of footnotes, endnotes, or parenthetical notes) for direct quotations and paraphrases of material from your sources that is outside the realm of general information.

a. Answer *one* of the following questions:

i. The six centuries extending from the death of Muhammad (632 CE) until the Mongol destruction of Baghdad (1258 CE) constitute the core of Islam's "classical era." Select two events you believe to have been especially important in shaping the course of Islamic history during this period, briefly establish their context, and, more importantly, explain their significance.

ii. Perhaps because the relationship between the West and the Muslim world was often hostile during Islam's "classical era" (ca. 622 – 1700 CE), many Westerners assumed that the Muslim world was "backward," "uncivilized," "unsophisticated," or some other such adjective. In those centuries, however, Muslims built a high cultural tradition grounded in significant accomplishments in the arts and sciences. In light of the general absence of such a tradition in pre-Islamic Arabia, discuss the external influences that contributed to its development; identify and comment on several facets of Muslim artistic and scientific achievement dating to this period, citing specific examples; and describe the impact of these occurrences within the Muslim world on regions beyond it, particularly the West.

iii. Sufism and what might be called "shariah-mindedness" represent two quite different approaches to the understanding and practice of Islam. In terms of both theory and practice, what are some of the major distinctions between these two notions? What circumstances lay behind the emergence of two such different trends? In what ways did sufism,

with its emphasis on personal piety and the concept of the *wali*, or “friend” of God, sometimes open the door to forms of popular Islamic practice that deviated from what Islamic scholars regarded as the norm? What specific forms did some of those popular practices take?

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

- Class 1:** Introduction/Spatial Overview
- Class 2:** Goldschmidt and Davidson, Chapter 1, Introduction: What Is History?, Then and Now, There and Here, The Physical Setting, Some Descriptive Geography
- Key vocabulary and concepts: Continuity. Discontinuity. Narrative. Where is the Islamic world? Where did it begin and expand?
- Class 3, 4, and 5:** Armstrong, Chapter 1, Beginnings: The Prophet (570-632), The Rashidun (632-661), and the First *Fitnah*.
Primary document for discussion and analysis: “The Prophet Muhammad’s Last Sermon,”
<http://www.fordham.edu/halsall/source/muhm-sermon.asp>
- Key vocabulary and concepts: Muhammad; Fasting. *Fitnah*. Rashidun. Who were the key figures in the rise of Islam?
- Class 6, 7, and 8:** Armstrong, Chapter 2, Development: The Umayyads and the Second *Fitnah*; The Religious Movement; The Last Years of the Umayyads (705-750), The Abbasids: The High Caliphal Period (750-935), The Esoteric Movements.
- Key vocabulary and concepts: Umayyads. Second *Fitnah*. Abbasids and High Caliphal. What key criteria define each era and separate from the others?
- Class 9, 10, and 11:** Armstrong, Chapter 3, Culmination: A New Order (935-1258); The Crusades, Expansion, The Mongols (1220-1500).
Primary document: Abul Hasan Ali Al-Masu'di (Masoudi) (ca. 895?-957 CE)
The Book of Golden Meadows, c. 940 CE,
<http://www.fordham.edu/halsall/source/masoudi.asp>
- Key vocabulary and concepts: Crusades. Mongols. Literary traditions and history sources.

Exam one at Class 11

Class 12, 13, and 14: Armstrong, Chapter 4, Islam Triumphant: Imperial Islam (1500-1700), The Safayid Empire, The Moghol Empire, The Ottoman Empire
Primary document: Ibn al-Athir: On The Tatars, 1220-1221CE
<http://www.fordham.edu/halsall/source/1220al-Athir-mongols.asp>
“A Visit to the Wife of Suleiman the Magnificent (Translated from a Genoese Letter),” c. 1550.
<http://www.fordham.edu/halsall/mod/1550sultanavisit.asp>

Key vocabulary and concepts: Imperial Islam and the Safayids, Moghols, and Ottomans. How did religion and political institutions help create empires?

Class 15, 16, and 17: Armstrong, pp.141-156, Islam Agonistes: The Arrival of the West (1750-2000);
Goldschmidt & Davidson, Chapter 10. European Interests and Imperialism: Ottoman Weakness, The European Powers and the Eastern Question, THE KOPRULU FAMILY OF VIZIERS

Chapter 11. Westernizing Reform in the Nineteenth Century, Egypt's Transformation, Westernization of the Ottoman Empire, MUSTAFA RESHID PASHA, Persia under the Qajars

Chapter 12. The Rise of Nationalism: Egyptian Nationalism, AHMAD URABI, Ottomanism, Pan-Islam, and Turkism, Nationalism in Persia
Primary document: The Earl of Cromer, “Why Britain Acquired Egypt in 1882, (1908)” <http://www.fordham.edu/halsall/mod/1908cromer.asp>

Key vocabulary and concepts: How did European development influence the development of Islam and the growth of what became the modern Middle East? Why did European governments want to control areas already dominated by Islam? Nationalism. Imperialism. Westernization. Ottoman Empire and Turkism.

Class 18, 19, and 20: Goldschmidt & Davidson, Chapter 13. The Roots of Arab Bitterness: Arab Nationalism, World War I, FAYSAL IBN AL HUSAYN, The Postwar Peace Settlement

Chapter 14. Modernizing Rulers in the Independent States Turkey: Phoenix from the Ashes, MUSTAFA KEMAL ATATURK, From Persia to Iran, The Rise of Saudi Arabia

Chapter 15. Egypt and the Fertile Crescent under European Control:

Egypt's Struggle for Independence, KING FARUQ, The Creation of New States in the Fertile Crescent,
Phony Democracy and False Independence, World War II, Postwar Egypt, Independence for Lebanon, Syria, and Iraq

Key vocabulary and concepts: Arab nationalism. Independence movements. Phony Democracy. False Independence.

Class 21, 22, and 23: Paper assignment due at Class 21
Goldschmidt & Davidson Chapter 16, 17, Chapter 16. The Contest for Palestine: Origins, Prefatory Remarks, The Beginnings of Political Zionism, Britain and the Palestine Problem, AMIN AL-HUSAYNI,

Chapter 17. Israel's Rebirth and the Rise of Arab Nationalism: Israel's War for Independence, The War's Aftermath, The Arab Countries, Israel's Early Years, DAVID BEN GURION, Middle Eastern Oil, The Great Powers and the Arab World, Rising Arab-Israeli Tensions

Primary document: The Balfour Declaration, 1917,

http://avalon.law.yale.edu/20th_century/balfour.asp

Declaration of Israel's Independence 1948: Issued at Tel Aviv on May 14, 1948 (5th of Iyar, 5708),

http://avalon.law.yale.edu/20th_century/israel.asp

Key vocabulary and concepts: Israel's Rebirth. Arab Nationalism. The politics of oil and natural resources. What role did World War II play in the development of the Israeli state?

Exam two at Class 23

Class 24, 25, and 26: Goldschmidt & Davidson Chapter 19-20. Chapter 19. The Reassertion of Islamic Power: Prefatory Remarks on Islam and Politics, The Iranian Revolution, SAYYID RUHOLLAH MUSAWI KHOMEINI, The Struggle for Gulf Supremacy, The Retreat from Camp David, Western Policy Formation and Islamic Polity

Chapter 20. The Gulf War and the Peace Process: The Gulf Crisis, Operation Desert Storm, Palestinians between Struggle and Peace, YASIR ARAFAT, Whither Islam?

Armstrong pp.156-187, ISLAM AGONISTES: What is a Modern Muslim State?, Fundamentalism, Muslims in a Minority, The Way Forward

Primary document: Ayatollah Ruhollah Khomeini (1900-89):

The Uprising of Khurdad 15, 1979,

<http://www.fordham.edu/halsall/mod/1979khom1.asp>

Key vocabulary and concepts: Why did the Iranian revolution occur?
Camp David Accords. U.S. power and its role in the Middle East.

Class 27 and 28: Contemporary Issues

FINAL EXAM according to University exam schedule