

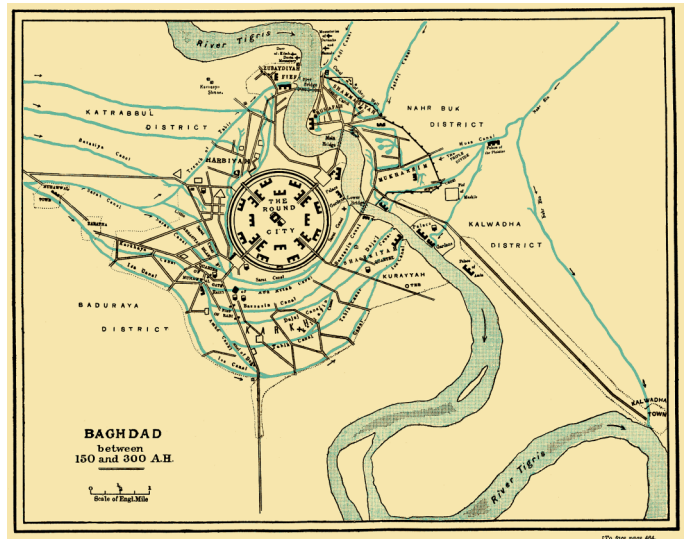
# THE MIDDLE EAST TO 1258

HIST 277 – FALL 2019

138 SCIENCE AND ENGINEERING SOUTH

MONDAYS AND WEDNESDAYS 4:30 - 5:45

This course examines the Middle East as it developed from the eve of Islam to the dramatic Mongol conquest of Baghdad in 1258. Major landmark moments include the wars between the Byzantine and Sassanian empires, the emergence of Islam in the Arabian desert, the early Islamic conquests and expansion of the Muslim community, the revelation of the Qur'an in an Arabian context, the strife that afflicted the Muslim community regarding succession after the Prophet's death, the dynastic rule of the Umayyad clan, the Abbasid revolution and its "golden age", and the



Mongol invasions that redefined the Middle East. Students will be introduced to the remarkable diversity among Middle Easterners, as well as the commonalities that unite them. Special attention will be paid to the role of both orality and writing in Middle Eastern culture, the cultural contributions (architecture, poetry, literature, science) of the Middle Eastern world, attempts by successive Middle

Eastern empires to balance the demands and aspirations of different segments of their populations, rebellion and revolution, and travel and cultural encounter.

## **COURSE PERSONNEL**

### **Instructor:**

Junaid Quadri

email: [jquadri@uic.edu](mailto:jquadri@uic.edu)

925 University Hall (601 S Morgan St.)

Office hours: T 2:00-3:00, W 2:00-3:00, or  
by appointment

### **Teaching Assistant:**

Rick Elliott

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1000 University Hall (601 S Morgan St.)

Office hours: M 3:00-4:00, W 3:00-4:00, or  
by appointment

## **COURSE MATERIALS**

This course relies on a diverse set of materials, and so you will need to familiarize yourself with the reading schedule and monitor Blackboard ([uic.blackboard.com](http://uic.blackboard.com)) regularly to ensure that you know how to access them. In the interests of keeping costs down, I have not assigned any texts to which you do not have access either through the internet or through Daley Library. (There are three texts which you need for your presentations that can only be accessed through a physical copy, but I have placed them on reserve at Daley Library). This means, however, you must stay on top of the schedule and/or use Blackboard to do the readings that are assigned for any given day.

## **GRADING SCALE**

<b>A</b>	85% - 100%
<b>B</b>	75% - 84%
<b>C</b>	65% - 74%
<b>D</b>	50% - 64%
<b>F</b>	< 50%

## COURSE EVALUATION

**Attendance & Participation (20%)** — See Attendance Policy below. Please also note that lectures are intended to **supplement** the readings. Neither is a substitute for the other.

**Reflective Pieces (20%)** – Every **Monday morning, by 10:00 am**, you will be asked to submit a **one-page reflection** (250 words) on the material to be covered in that week’s readings. In these pieces, you should demonstrate an awareness of the assigned texts, but more importantly you must engage that material by reflecting on the themes discussed, some of the issues and challenges they bring up, and their significance and/or relevance to larger debates either outside or within the field of Middle Eastern history. **You will be expected to submit at least 10 such reflections over the course of the semester.** .

**Presentations (30%)** — You will be asked to **present as part of a group** three times in the semester (**September 23, October 21, November 27**). These will be expansions on topics covered earlier in the class. Further details and guidelines on group presentations will be provided to you separately.

**Research Paper (30%)** — The research paper is your chance to explore a topic related to the course in greater depth. The purpose of this assignment is to provide you with an opportunity to develop your research skills and to give you experience writing **an extended essay (10 pages)** on a topic of your choosing. You will have a good deal of liberty in choosing what you want to research. You are strongly encouraged to **start early** and **work consistently** throughout the semester (Research and writing take time!!). With this in mind, the evaluation for your research paper will proceed in **three stages**. On **October 4**, I will expect a topic statement (i.e., a two-paragraph summary of your topic and a preliminary thesis statement), and a listing of 3-5 sources you intend to rely upon for your research. This portion will account for **5%** of your final grade. On **November 1**, you will be asked to produce a draft of five pages which demonstrates a more developed engagement with the literature and outlines your argument in greater detail. This portion will account for **10%** of your final grade. The final product will be due on **December 4**, and will make up **15%** of your final grade. We will discuss research techniques, writing strategies and expectations for a successful paper in an upcoming session.

### CALENDAR OF IMPORTANT COURSE DEADLINES

<b>Every Monday morning</b>	One page (250-word) reflection
<b>September 23</b> (Monday)	Presentation on an Arabic ode
<b>October 4</b> (Friday)	Topic Statement & Sources for Paper
<b>October 21</b> (Monday)	Presentation on Qur’an translations
<b>November 1</b> (Friday)	Draft of Research Paper (5 pages)
<b>November 27</b> (Wednesday)	Presentation on early Black figures
<b>December 4</b> (Wednesday)	Final Research Paper (10 pages)

## COURSE POLICIES

**Attendance Policy:** Students are expected to attend class and be prepared to discuss the assigned readings. Both attending class and participating in class discussions are **vital** to your success in this course. To reflect the importance of this component of the class, a significant portion of your grade (20%) has been reserved for attendance and participation. Students may miss up to three (3) classes throughout the semester. These are meant for dealing with life's many (and often unexpected) contingencies. Subsequent absences, however, will adversely affect your grade, unless you can provide acceptable documentation for **all** your absences. Please note that, because one cannot participate when one is absent, missing many classes will affect **both** portions of the grade.

**Religious Holidays:** Students who wish to observe religious holidays should notify me of the date they will be absent by the end of the second week of the semester.

**Missed or Late Work Policy:** A large part of your success at UIC and beyond will depend on your meeting deadlines. The deadlines for all evaluations in this course are listed in the calendar in this syllabus. In order to ensure that you are eligible for the maximum possible grade, you are expected to submit all work by the due date given. **Late submissions will be penalized 5% per day up to a maximum of five days. After five days, I will be unable to accept your submission.** Those who miss a test or an exam will be asked to provide relevant documentation (e.g., a doctor's note in case of illness). In cases of extenuating circumstances, please let me know well in advance.

**Student Courtesy Policy:** Please ensure that your time in class is well-spent, and that your behavior is not disruptive to your classmates. This means refraining from private conversations in class, as well as online distractions such as social media, text messaging, web browsing, or anything else that will hinder your participation in class. **Improper use of the internet during class time will result in that session being recorded as an absence and will adversely affect your participation grade.**

**Academic Integrity Policy:** As an academic community, UIC is committed to providing an environment in which learning, research, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct are taken very seriously at UIC, and the associated penalties can be serious; they will be handled pursuant to the Student Disciplinary Policy available at: <https://dos.uic.edu/community-standards/academic-integrity/>. In particular, **please review the FAQ at [https://edelberg.people.uic.edu/crediting\\_others/index.htm](https://edelberg.people.uic.edu/crediting_others/index.htm) to ensure that your work steers well clear of anything that could be construed as plagiarism.**

**Disability Accommodation:** UIC is committed to maintaining a barrier-free environment so that students with disabilities can fully access the programs, courses, services, and activities on offer. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (and/or consult the following link: <https://drc.uic.edu>).

**Grievance Procedures:** UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)".

## READING AND CLASS SCHEDULE

Monday 8/26	<b>Introduction to Class</b>	Wednesday 8/28	<b>The Middle East: An introduction with maps</b> <u>Readings:</u> Review first five maps at this <a href="#">link</a>
Monday 9/2	<b>Labor Day (NO CLASS)</b>	Wednesday 9/4	<b>The Ancient Middle East</b> <u>Reading:</u> “Ancient Middle East,” <i>Encyclopaedia Britannica</i> ( <a href="#">link</a> )
Monday 9/9	<b>The Byzantine &amp; Sassanian Empires</b> <u>Reading:</u> Hourani, pp. 1-14 (Blackboard)	Wednesday 9/11	<b>Pre-Islamic Arabia</b> <u>Reading:</u> “A New History of Arabia Written in Stone,” <i>The New Yorker</i> ( <a href="#">link</a> )
Monday 9/16	<b>The Arabic Ode (Qasida)</b> <u>Reading:</u> Michael Sells, Introduction to <i>Desert Tracings</i> , pp. 3-10	Wednesday 9/18	<b>[Essay Workshop]</b> How to do research
Monday 9/23	<b>Student Presentations on example Odes</b>	Wednesday 9/25	<b>The Prophet Muhammad in Context</b> <u>Reading:</u> , Walid Saleh, “The Arabian Context of Muhammad’s Life”, pp. 21-38
Monday 9/30	<b>The Qur’anic Message</b> <u>Reading:</u> , Toshihiko Izutsu, <i>Ethico-Religious Concepts of the Qur’an</i> , pp. 45-54 & pp. 28-31	Wednesday 10/2	<b>The Authenticity of the Qur’an</b> <u>Reading:</u> Podcast on “The Birmingham Qur’an” ( <a href="#">link</a> )
Monday 10/7	<b>The Early Muslim Community</b> <u>Reading:</u> Podcast on “Islam’s Enigmatic Origins” ( <a href="#">link</a> )	Wednesday 10/9	<b>The Qur’an: Literary Form</b> <u>Reading:</u> Michael Sells, Introduction to <i>Approaching the Qur’an: The Early Revelations</i> , pp. 1-31
Monday 10/14	<b>The Qur’an and Sound</b> <u>Reading:</u> Shawkat Toorawa, “Rendering the Qur’an ...” <i>JQS</i> <a href="#">17.2</a>	Wednesday 10/16	<b>[Essay Workshop]</b> Writing a paper
Monday 10/21	<b>Student Presentations on Qur’an Translations: Message and Sound</b>	Wednesday 10/23	<b>The Prophet in Medina</b>

Monday 10/28	<p><b>Succession after the Prophet's Death</b></p> <p><u>Reading:</u> Podcast on “The Succession to Muhammad” (<a href="#">link</a>)</p>	Wednesday 10/30	<p><b>Civil War &amp; Shi'ism</b></p> <p><u>Reading:</u> Podcast on “Islam's First Civil War” (<a href="#">link</a>)</p>
Monday 11/4	<p><b>The Umayyads</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Tamim Ansary, “Empire of the Umayyads,” in <i>Destiny Disrupted: A History of the World Through Islamic Eyes</i>, pp. 67-78</li> <li>- Chase Robinson, <i>Islamic Civilization in Thirty Lives</i>, pp. 13-17 &amp; 42-48</li> </ul>	Wednesday 11/6	<p><b>The Umayyads: Empire through Architecture</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Robert Hillenbrand, “Birth of Islamic Art: The Umayyads,” in <i>Islamic Art and Architecture</i>, pp. 11-37</li> <li>- “The Striking Design of Quseir ‘Amra” (<a href="#">link</a>)</li> </ul>
Monday 11/11	<p><b>Problems of Empire: The Shu'ubiyya</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- “Shu'ubiyya” in <i>Encyclopedia of Islamic Civilisation and Religion</i></li> <li>- Chase Robinson, “Ibn al-Muqaffa’,” <i>Islamic Civilization in Thirty Lives</i>, pp. 48-54</li> </ul>	Wednesday 11/13	<p><b>The Abbasid Revolution &amp; Umayyads in Spain</b></p> <p><u>Readings:</u> Tamim Ansary, <i>Destiny Disrupted</i>, ch. 6 &amp; pp. 117-120</p>
Monday 11/18	<p><b>The Abbasids &amp; The Golden Age</b></p> <p><u>Reading:</u> Tamim Ansary, <i>Destiny Disrupted</i>, ch. 7</p>	Wednesday 11/20	<p><b>“Race” and Rebellion in the Abbasid Empire: The Zanj Rebellion</b></p> <p><u>Readings:</u> “The Zanj Revolt: A Slave War in Medieval Iraq” (<a href="#">link</a>)</p> <p><i>Centering Black Narrative</i>, pp. 1-19, 27-33</p>
Monday 11/25	<p><b>The Abbasids Looking Outwards</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- “Ibn Fadlan” in Robinson, <i>Islamic Civilization in Thirty Lives</i>, pp. 96-100</li> <li>- “Among the Norse Tribes” <i>Aramco World</i> (<a href="#">link</a>)</li> </ul>	Wednesday 11/27	<p><b>Student Presentations on Early Black Figures from <i>Centering Black Narrative</i> (2 volumes)</b></p>
Monday 12/2	<p><b>Enter the Mongols</b></p> <p><u>Readings:</u> “Invaders: Destroying Baghdad” in <i>The New Yorker</i> (<a href="#">link</a>)</p>	Wednesday 12/4	<p><i>Review and Recap</i></p> <p><i>Papers Due</i></p>

## UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, **don't hesitate to ask for help!** Come to me, and I will make every effort to help. For issues beyond this class, you may wish to contact your college advisors, or get help from any number of other support services on campus. For tips and questions about advising, please visit <https://advising.uic.edu/programs/students/>.

For help with your writing, you may wish to visit **The Writing Center**, located in 105 Grant Hall. The Writing Center offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [writingcenter.uic.edu](http://writingcenter.uic.edu) for more information.

**Public Computer Labs** are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to <https://accu.uic.edu/lab/all> . NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. They are at [ace.uic.edu](http://ace.uic.edu), or (312) 413-0031.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center, [counseling.uic.edu](http://counseling.uic.edu). The Counseling Center is located in the Student Services Building (1200 W Harrison St., Suite 2010); you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis and Support Hotline from 6:00 p.m.-10:00 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

## CAMPUS SECURITY

At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. Please visit <http://www.uic.edu/life-at-uic/campus-resources>. You are DISCOURAGED from staying in university buildings, including lab rooms, alone after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830; and between 11:00 pm and 7:00 am you can dial the **NightRide service (312-996-6800)** if you are alone and need to leave the building. Through NightRide, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the [following general boundaries](#): Halsted Street on the east; Western Avenue on the west; Congress Parkway/Harrison St. and Van Buren on the north; and, Roosevelt Rd./16th St. on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Consult the following for more information: <https://transportation.uic.edu/night-ride/>

You can also subscribe your cell phone to receive text message alerts in cases of emergencies. Please register your cell phone numbers here: <http://www.uic.edu/life-at-uic/campus-resources>.) Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information, see [emergency.uic.edu](http://emergency.uic.edu).