

THE MUSLIM WORLD SINCE 1258: EMPIRES AND ENCOUNTERS (HIST 278)

This course examines the Muslim world as it has developed over the past 750 years, from the dramatic Mongol conquests and the traumas of European colonialism to the creation of the modern nation-state system in which Muslims live today, and the recent revolutionary attempts at instituting new political and

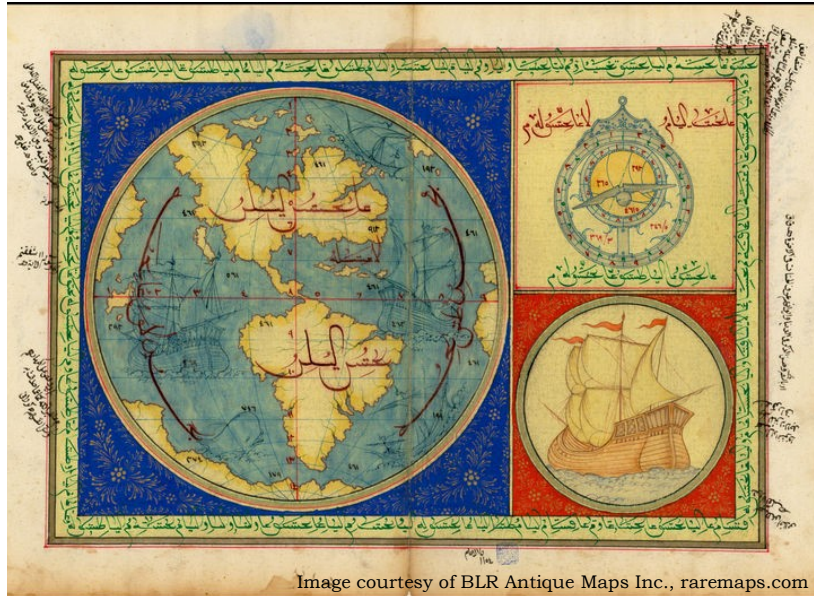


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social orders. Students will be introduced to the remarkable diversity among Muslim societies, as well as the commonalities that unite them. Special attention will be paid to select encounters between the Muslim world and other religions, civilizations, and cultures. Along the way, we will consider why this period in Islamic history has often been viewed as an era of civilizational decline despite the cultural florescence it witnessed.

Instructor:

Junaid Quadri (jqquadri@uic.edu)

925 University Hall

Office Hours: T 3:00-4:00,

W 1:00-2:00, or by appointment

Teaching Assistant:

Elizabeth Maher

1000 University Hall

Office Hours: W 2:30-3:30,

F 12:30-1:30

Lectures:

MW 4:00-4:50

136 ARC (Academic &
Residential Complex)

Discussion Sections:

F 2:00-2:50 *or*

F 4:00-4:50

2233 ETMSW

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) to ensure that you know how to access them. In the interests of keeping costs down, I have tried to focus on choosing texts to which you have **electronic access** through Daley Library. Links to these will be posted on Blackboard. There are, however, **three rather inexpensive books that you should purchase**. In addition, hard copies of all materials will be available **on reserve at Daley Library**. Here is a handy table to help keep things in order.

For purchase	Available electronically through Daley or Blackboard
<ul style="list-style-type: none"> • Maria Rosa Menocal, <i>The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain</i> • Tayeb Salih, <i>Season of Migration to the North</i> • Tawfik al-Hakim, <i>Diary of a Country Prosecutor</i> 	<ul style="list-style-type: none"> • Ross E. Dunn, <i>The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century</i>, 3rd edition • Omar ibn Said, <i>A Muslim American Slave: The Life of Omar ibn Said</i> • James L. Gelvin, <i>The Modern Middle East: A History</i>, 4th edition • B. Metcalf & T. Metcalf, <i>A Concise History of Modern India</i> • Frantz Fanon, <i>A Dying Colonialism</i> • Charles Kurzman, <i>Modernist Islam, 1840-1940: A Sourcebook</i> • Carl Ernst, <i>Following Muhammad: Rethinking Islam in the Contemporary World</i> • Natana J. Delong-Bas, <i>Wahhabi Islam: From Revival and Reform to Global Jihad</i> • Robin Yassin-Kassab and Leila Al-Shami, <i>Burning Country: Syrians in Revolution and War</i>

GRADING SCALE

A	85% - 100%
B	75% - 84%
C	65% - 74%
D	50% - 64%
F	< 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) **in advance** 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.** .

Book Reviews (30%) — You will be asked to **read two books** related to the concerns of the course and **write a 3 page book review** on each. In your book review, you will be expected to summarize the book, reflect on its relevance either to our course or to a wider question of importance, describe the themes/arguments of the author, and offer an evaluation of his/her contribution. Further guidelines and a list of possible books will be provided to you early on.

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 **Feb. 14**, 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 **March 20**, 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 **April 29**, 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

Feb. 14 (Friday)	Topic Statement of Research Paper
Feb. 28 (Friday)	Book Review 1
March 20 (Friday)	First Draft of Research Paper
April 10 (Friday)	Book Review 2
April 29 (Wednesday)	Final Research Paper

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 at: <http://dos.uic.edu/conductforstudents.shtml>. In particular, **please review the FAQ at http://tigger.uic.edu/~edelberg/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 (v) or 312-413-0123 (TTY) and/or consult the following link: http://www.uic.edu/depts/oaa/disability_resources/faq/accommodations.html.

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 SCHEDULE

Week	Topics	Readings
Week 1 1/13—1/17	Introduction to Class * NOTE: No class Wed or Fri	
Week 2 1/21—1/24 No class Mon (MLK day)	The Muslim World as an Object of Study On the Eve of the Mongol Conquests	<i>Adventures</i> , Introduction, pp. 1-12 For an overview of Ibn Battuta’s travels, have a look at this website: “The Travels of Ibn Battuta”
Week 3 1/27—1/31	The Mongols * NOTE: No class Monday	“Invaders: Destroying Baghdad” in <i>The New Yorker</i> (link) <i>Adventures</i> , Persia & Iraq, pp. 81-106
Week 4 2/3—2/7	The Mamluks	<i>Adventures</i> , The Mamluks, pp. 41-65
Week 5 2/10—2/14	Muslim Andalusia	<i>Ornament of World</i> , “A Brief History of a First-Rate Place”, pp. 17-35; “Gifts”, pp. 189-200 “In the Alhambra”, pp. 244-252
Week 6 2/17—2/21	The Gunpowder Empires The Middle East & Early Modern Europe	Gelvin, “Gunpowder Empires”, pp. 21-31 (including a bit from prev. chapter) Gelvin, “The Middle East and the Modern World System” pp. 32-43

Week	Topics	Readings
Week 7 2/24—2/28	The Middle East & Early Modern Europe	Gelvin, “War, Diplomacy and the New Global Balance of Power”, pp. 44-57
Week 8 3/2—3/6	Muslim Slaves in America	Read sections on “Muslims in Early America” and “The Trans-Atlantic Slave Trade” at princeamongslaves.org <i>A Muslim American Slave</i> , “The Life of Omar Ibn Said, Written by Himself”, pp. 47-92 FILM: Prince of Slaves
Week 9 3/9—3/13	European colonialism	Gelvin, “Imperialism”, pp. 90-105 Metcalf & Metcalf, “The East India Company Raj, 1772-1850”, pp. 56-91 FILM: The Chess Players
Week 10 3/16—3/20	Decolonization	Fanon, “Algeria Unveiled”, pp. 35-67 FILM: Battle Of Algiers
3/23—3/27	Spring Break (no class)	
Week 11 3/30—4/3	Islamic revivalism Modernization efforts	<i>Wahhabi Islam</i> , pp. 7-14 <i>Modernist Islam</i> , “Muhammad ‘Abduh” pp. 50-60; “Sayyid Jamal al-Din al-Afghani”, pp. 103-110; “Muhammad Iqbal”, pp. 304-313

Week	Topics	Readings
Week 12 4/6—4/10	Modernization efforts: Women & Politics	<i>Modernist Islam</i> , “Qasim Amin”, pp. 61-69 Carl Ernst, “The End of the Caliphate and the Concept of the Islamic State” and “Examples of Islam and the Modern State in
Week 13 4/13—4/17	Post-coloniality	<i>Season of Migration to the North</i>
Week 14 4/20—4/24	The nation-state	<i>Diary of a Country Prosecutor</i> (aka <i>Maze of Justice</i>)
Week 15 4/27—5/1	Revolution today	<i>Burning Country: Syrians in Revolution and War</i> , select chapters

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. You can get a referral to the right place, or help on the spot, at the **Undergraduate Success Center** at 2180 Student Services Building (SSB), (312) 996-3102, www.usc.uic.edu or usc@uic.edu.

For help with your writing, you may visit **The Writing Center**, located in Grant Hall 105. 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 www.uic.edu/depts/engl/writing 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 www.accc.uic.edu/pclabs. 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 www.uic.edu/depts/ace, or (312) 413-0031.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center, www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 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. 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 Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, 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: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th 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: <http://www.uic.edu/uic/studentlife/campus/safety.shtml>

You can also subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. (<http://sms.accc.uic.edu>). 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 contact: <http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>.