

HIST 116: THE ISLAMIC WORLD SINCE 1500

Spring 2020

Tuesdays and Thursdays, 2-3:15pm

Clark A-203

Instructor: Dr. Andrea E. Duffy

Andrea.Duffy@colostate.edu

970-491-3295

Office: Clark A-075

Office Hours: Tuesdays & Thursdays 12:30-1:30pm, and by appointment M-F

Teaching Assistant: Andy Olson

Andy.Olson@colostate.edu

Office: Clark C-207C

Office Hours: Mondays & Fridays 10-11:30am

General Information

This course examines the major events, figures, and themes that characterized the early modern and modern Middle East and Islamic world. By studying political, social, economic, religious and cultural developments, you should achieve an overview of some of the major events and issues in Middle Eastern history, as well as a framework for future study. You also will practice some of the skills that are especially necessary for the study of history, including research, critical thinking, reading, writing, and memory. Assigned readings include primary sources as well as textbook chapters, and class sessions will be divided among lecture and discussion. This is a demanding class. Regular attendance, preparation, and participation are all necessary for success.

Objectives

By the end of the semester students will have acquired a solid basic understanding of the history of the Middle East and Islamic world by applying the following central tools of historical inquiry:

- Awareness of chronology and periodization;
 - Analysis of change and continuity over time;
 - Comparative analysis of persons, groups, events, conditions, and ideas; and
 - Issues of causality and consequence.
- Students will also develop an understanding of connections among various kinds of human endeavor—political, social, economic, cultural, intellectual, and technological—to achieve a well-rounded understanding of human experience.

Readings

Required Texts:

1. Arthur Goldschmidt and Ibrahim Al-Marashi, *A Concise History of the Middle East*, Twelfth Edition (Routledge, 2019)
2. Abd Al-Rahman Jabarti, *Napoleon in Egypt: Al-Jabarti's Chronicle of the French Occupation, 1798*, Expanded Edition (Markus Wiener Publishers, 2004)
3. Additional Readings on Canvas, as listed in the Class Schedule (below)

Assigned readings are due by the beginning of class on the date on which they are listed. Students are expected to bring to class all assigned readings due in class that day.

Assignments

1. Analytical Essay

You will write a 3-5 page analytical essay on Abd Al-Rahman Jabarti, *Napoleon in Egypt*. Your essay should respond to the following prompt:

- *How did the Egyptian perspective on the French occupation of Egypt differ from the French perspective, and why?* In your response, focus on three themes discussed in the text (ex. religion, military, politics, culture, education, civilization, gender, food, fashion, etc.).

Your essay should be in five-paragraph form, with an introductory paragraph, at least three body paragraphs, and a conclusion. Your introduction should clearly state your thesis statement (your summarized response to the above prompt) and the three themes your paper will use to support your thesis. Your essay should be at least three full pages, double-spaced, with Times New Roman or equivalent, 12 point, and 1 inch margins. It should include a cover page (not counted in the page requirement) with 1) your name, 2) the date, 3) essay title, and 4) the CSU Honor Pledge, as well as a 'Works Cited' page (also not included in the page requirement). Citations should follow either the Modern Language Association or Chicago Manual of Style rules. Citation guidelines can be found here: <http://writing.colostate.edu/guides/guide.cfm?guideid=9>.

Your essay is due on Tuesday of Week 6. It must be submitted online to Canvas via the 'Analytical Essay' link. Note that this link requires you to load an external tool (Vericite), which checks your document for plagiarism. For information about plagiarism and how to avoid it, see the 'Academic Integrity' section below.

2. Timeline

With a classmate, you will build a multimedia, web-based timeline through Tiki Toki (<http://www.tiki-toki.com/>). Your timeline should include detailed discussion of 12-15 events and cite at least 6 sources (print, media, etc.). Sources should be cited at the bottom of each event slide as well as on a separate 'Works Cited' slide, and citations should follow either the Modern Language Association or Chicago Manual of Style rules.

You and your partner will choose a topic related to one of the weekly course themes (see the 'Class Schedule' below). A good topic for this project is something relatively specific that changed over time (ex. women's roles, food, mosque architecture, Islamic art, weaponry). Your textbook, primary-source readings, and lecture are good sources of inspiration. It is important to limit your topic temporally (choose distinct starting and ending points) and geographically (choose a region, empire, etc., on which to focus). Note that this is a group project, meaning that you and your partner are expected to collaborate, evenly divide responsibilities, and dedicate significant time and effort outside of class.

You and your partner must choose a topic by Thursday of Week 7. Submit your topic choice on Canvas via the 'Timeline Topic' assignment link. Your completed timeline is due on Tuesday of Week 13, submitted on Canvas via the 'Timeline' link. This assignment will be discussed in greater detail in class. Visit Canvas for more information.

Exams

This course includes a map quiz, midterm, and final exam. Subject matter for the midterm and final exam will be drawn from all elements of the course, including lecture, readings and media. The format will include multiple choice, fill in the blank, and essay. In order to prepare, you should: 1) Stay up-to-date with all reading assignments; 2) Take notes during class and while reading; 3) Focus on key terms and course-related elements and themes; and 4) Preserve all returned assignments and evaluations for the duration of the course. The Final Exam will be held in the regular classroom on the date determined by the registrar: **Tuesday, May 12th, 2-4pm.**

Participation and Attendance

Your participation grade takes into account your class attendance as well as the frequency and quality of your contributions to class discussion. You can earn participation credit in-class and online via Canvas. In-class participation can be earned via in-class work, by opting in to class discussions, and by asking relevant questions or answering questions meaningfully during lecture. Online participation options include posting meaningful and relevant content on the Weekly Online Discussion Forum. See Canvas for details.

Grading

Participation & In-Class Work – 15%

Analytical Essay – 15%

Timeline Assignment – 15%

Map Quiz – 10%

Midterm – 20%

Final Exam – 25%

Grading Scale:

A+	99-100%
A	93-98%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
F	0-59%

Classroom Etiquette

Please do your part to maintain a healthy, mature learning environment. This includes refraining from disruptive and disrespectful behavior such as cell phone use, web-surfing, sleeping, consuming food or drink that might be noisy or messy, working on assignments for other classes, chatting with other students off topic, and coming and going during class. Laptops / tablets should be used only for taking notes and viewing online readings. Please do your best to arrive in class on time, and let me know in advance if you need to leave early. Students who repeatedly arrive late or leave class early may lose attendance credit.

Academic Integrity

It is your responsibility to familiarize yourself with CSU's policy on Academic Integrity: <http://www.ssw.chhs.colostate.edu/field/files/Field%20Manuals/Policies/CSU%20Policy%20on%20Academic%20Dishonesty.pdf>. As outlined in this policy, students found responsible for acts of academic dishonesty such as cheating or plagiarism may receive an automatic F in the course. In any case of academic dishonesty, the Office of Conflict Resolution and Student Conduct

Services will be notified. Note that avoiding plagiarism requires citing your sources fully and correctly. Information on proper citation is available on the CSU Writing Center website: <http://writing.colostate.edu/guides/guide.cfm?guideid=9>.

Your assignments should include a copy of the CSU Honor Pledge: “*I pledge on my honor that I have not received or given any unauthorized assistance in this exam [assignment] [academic work].*” TILT provides the text of the Honor Pledge and information about it: <http://tilt.colostate.edu/integrity/pledge/>.

Students with Disabilities

If you are a student requesting disability accommodation for this class, please inform me by the first week of class. Students are encouraged to contact Resources for Disabled Students at (970) 491-6385 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Principles of Community

Please do your part to maintain and promote a respectful, mature learning environment. This includes being sensitive and respectful toward your fellow students, listening actively to other perspectives, and using appropriate language. Your presence in this class signals your agreement to follow CSU’s Principles of Community. They are:

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

CLASS SCHEDULE
(may be subject to change)

PART I: ISLAMIC CULTURES AND SOCIETIES

Week 1: Introducing Islamic History

Tuesday, January 21

No readings due today

Thursday, January 23

Reading:

1. Goldschmidt and Al-Marashi, *A Concise History of the Middle East*, Introduction & Chapter 7 (pp. 1-10, 80-87)
2. Podcast – “The US and Iran: A Brief History of an Often Tense Relationship” (Canvas)

Week 2: Firearms, Slaves, and Empires

Tuesday, January 28

Reading: Goldschmidt and Al-Marashi, Chapter 9 (pp. 105-124)

Thursday, January 30

Reading: “The Status of Jews and Christians in Islamic Lands, c. 1772” (Canvas)

Week 3: Ottoman Culture and Society

Tuesday, February 4

Map Quiz

Reading: Al-Jabarti, *Napoleon in Egypt: Al-Jabarti’s Chronicle of the French Occupation*, Introduction (pp. 3-15)

Thursday, February 6

Reading: Al-Jabarti, “The French View of the Events in Egypt,” pp. 133-161

Week 4: The Safavid Empire

Tuesday, February 11

Reading: Al-Jabarti, pp. 19-48

Thursday, February 13

Reading: Al-Jabarti, pp. 48-80

Week 5: The Mughal Empire

Tuesday, February 18

Reading: Al-Jabarti, pp. 80-101

Thursday, February 20

Reading: Al-Jabarti, pp. 101-118

Week 6: Early Modern Islamic Empires

Tuesday, February 25

Analytical Essay due – Napoleon in Egypt

Reading: Goldschmidt and Al-Marashi, Chapter 8 (pp. 88-104)

Thursday, February 27

Reading:

1. Evliya Çelebi, *An Ottoman Traveler*, “Vienna” (Canvas)
2. Lady Mary Wortley Montagu, “Letters” (Canvas)

PART II: EUROPEAN INTERESTS AND IMPERIALISM**Week 7: Ottoman Reform in the Nineteenth Century****Tuesday, March 3**

Reading: Goldschmidt and Al-Marashi, Chapter 10 part I (pp. 127-130) and Chapter 11 (pp. 137-149)

Thursday, March 5**Timeline topics due**

Reading:

1. “The Gülhane Proclamation of 1839” (Canvas)
2. “A Manifesto for Educational Reform in Qajar Iran, 1859” (Canvas)
3. “Science in Religious Education: A Fatwa from Cairo, 1888” (Canvas)

Week 8: Women and Gender**Tuesday, March 10**

Reading:

1. “Should a woman demand all the rights of a man?” Egypt, 1894 (Canvas)
2. “Excerpts from Antun al-Gamayyil’s textbook,” Egypt, 1916 (Canvas)

Thursday, March 12**Midterm Exam****Spring Break, March 14-22****Week 9: The Rise of Nationalism****Tuesday, March 24**

Reading: Goldschmidt and Al-Marashi, Chapter 12 (pp. 150-164)

Thursday, March 26

Reading:

1. “Pan-Asianism in the Ottoman Empire, 1905-1912” (Canvas)
2. “Excerpts from Ahmet Ağaoğlu’s *The Turkish World*, 1912-1913” (Canvas)

Week 10: The Roots of Arab Bitterness**Tuesday, March 31**

Reading: Goldschmidt and Al-Marashi, Chapter 13 (pp. 167-181) & Chapter 15 part I (pp. 202-207)

Thursday, April 2

Reading:

1. The Sykes-Picot Agreement, 1915 (Canvas)
2. McMahon Letter to Ali ibn Husain, 1915 (Canvas)
3. The Balfour Declaration, 1917 (Canvas)

PART III: THE MODERN MIDDLE EAST**Week 11: Modernizing Rulers in the Independent States****Tuesday, April 7**

Reading: Goldschmidt and Al-Marashi, Chapter 14 (pp. 182-201)

Thursday, April 9

Reading:

1. "The Turkish 'Modern Woman'," 1924 & 1926 (Canvas)
2. "Gender, morality, and state policy in modern Iran," 1935 (Canvas)
3. "Kemal Ataturk on the abolition of the Ottoman caliphate," 1924 (Canvas)

Week 12: Egypt and the Fertile Crescent under European Control**Tuesday, April 14**

Reading: Goldschmidt and Al-Marashi, Chapter 14 part II (pp. 207-221) and Chapter 16 part I (pp. 225-234)

Thursday, April 16

Reading:

1. Taha Hussein, "The Future of Culture in Egypt," 1954 (Canvas)
2. Proclamation of the Algerian National Front, 1954 (Canvas)

Week 13: Israel's Rebirth and the Rise of Arab Nationalism**Tuesday, April 21****Timeline due**

Reading: Goldschmidt and Al-Marashi, Chapter 16 part II (pp. 235-240) and Chapter 17 (pp. 241-267)

Thursday, April 23

Reading:

1. Thomas W. Lippman, "The View from 1947: The CIA and the Partition of Palestine," *Middle East Journal* 61.1 (2007): 17-28 (Canvas)
2. "Israel's Drive for Social Integration," 1964 (Canvas)

Week 14: War and Peace in the Modern Middle East**Tuesday, April 28**

Reading: Goldschmidt and Al-Marashi, Chapter 18 (pp. 268-298)

Thursday, April 30Reading: Andrea Duffy, "Syria's Forgotten Pluralism and Why It Matters Today," *The Conversation*, April 25, 2017 (Canvas)**Week 15: The Middle East in Contemporary World Politics****Tuesday, May 5**

Reading:

1. Goldschmidt and Al-Marashi, Chapter 19 (pp. 301-326)
2. Ayatollah Khomeini, "The Uprising of Khurdad," 1979 (Canvas)

Thursday, May 7

Reading: No assigned reading

Tuesday, May 12th, 2-4pm: Final Exam