This is an online course that will run from May 31, 2016 through July 8, 2016. All class-related activities will take place on Blackboard [http://blackboard.rutgers.edu](http://blackboard.rutgers.edu). It is the student's responsibility to follow instructions posted on the course's Blackboard site and maintain communication with the instructor using Blackboard.

**TEXTBOOKS**

- All other readings will be posted on Blackboard.
- Also see: *Internet Islamic History Sourcebook* (compiled by Paul Halsall) [<http://www.fordham.edu/halsall/islam/islamsbook.html>](http://www.fordham.edu/halsall/islam/islamsbook.html)

**COURSE DESCRIPTION**

This course is a survey of the history of Islamic civilization. In this course, we will study social, economic, and cultural aspects of the history of the Middle and Near East region, between the sixth and thirteenth centuries. The treatment of the subject will be roughly chronological, though themes such as law, science, and philosophy will recur throughout the course.

In addition to lectures, the course will heavily draw upon discussion sessions, which will give students a hands-on approach to history. In these sessions, we will have online discussions in which each student would be expected to participate. We will also see different types of historical evidence and learn how they can be used for historical analysis.
COURSE OBJECTIVES
Upon successful completion of this course, students will be able to:
- name and identify individuals, events, themes, and issues of major importance in the history of Islamic civilization,
- demonstrate a basic level of competence in differentiating the major periods of the history of Islamic civilization and the significance of historical context,
- recognize the importance of cause and effect in history, and discuss the significance of change and continuity over time,
- develop an understanding toward the use of historical evidence by historians and display some familiarity toward different types of evidence,
- critically analyze historical evidence and articulate a synthesis with a thesis.

PAPER ASSIGNMENTS
You are expected to write two papers for this class. The first paper will be shorter (3-4 pages in length); the second will be longer (5-6 pages). Detailed instructions about the papers will be posted on Blackboard.

CHAPTER SUMMARIES AND QUESTIONS
After completing the relevant reading assignment for each section, you are responsible for producing a brief summary of the reading. The summaries should be 1-2 pages (double space). For each section, you have to produce 5 questions. Summaries and questions will be graded on the basis of relevance to the material, comprehensiveness, and thoroughness.

JOURNAL ENTRIES
You are expected to write a journal entry each day. In these entries, you will document your daily involvement with the course (when you accessed the course site, what you read that day, what you think you have accomplished, etc). The purpose of this exercise is to allow you to monitor your level involvement in the course and reflect on your progress. These entries do not have to be long but they need to be very specific. For example, you have to include what time you accessed the Blackboard site, how many pages you read, etc.

DISCUSSION BOARD PARTICIPATION
Your “presence” in the course will be evaluated on the basis of your overall participation in online discussions. This may be answering a question posed by the instructor or making a comment on something another classmate posted. I expect to see a lively online discussion. Your participation grade will be based on not only how much you participate in these discussions but also on the quality of your participation (whether you make a meaningful contribution, the content of your comments, etc).

PRIMARY SOURCE DISCUSSIONS
In addition to ongoing discussions, there will be 5 sessions devoted to the discussion of pre-assigned primary sources. Primary source discussions will be more structured, in that you will be expected to join the discussion only within a 24-hour window. In these, you need to show
evidence of familiarity with the content of the primary source, be able to produce some thoughtful comments and questions that would contribute to the general understanding of the sources.

GRADING
10 %  first paper
20 %  second paper
30 %  chapter summaries and questions (3 points each X 10)
10 %  journal entries
10 %  participation to discussion board
20 %  primary source discussions (4 points each X 5 discussion)

GRADING STANDARDS
90-100 %  A (a genuinely outstanding achievement)
80-89 %  B (above average achievement)
70-79 %  C (comprehension of the subject at an appropriate university level)
60-69 %  D (unsatisfactory performance, barely passing)
Below 60%  F (failure)

COURSE POLICIES
- This is an online course. The students are expected to maintain an uninterrupted access to Blackboard throughout the duration of the semester (May 31 – July 8, 2016). Students’ access to the course’s Blackboard site and participation in online discussions will be monitored by the instructor and will affect students’ grade.

- In an online classroom, the primary means of communication is written. In your written communication, you are expected to be respectful of others.

- Unless otherwise noted, all assignments are due before the end of the day (11:59 pm). Late assignments will be penalized.

- Academic dishonesty of any sort will not be tolerated. It is your responsibility to comply with the university’s policy on academic integrity. To review the policies go to http://history.newark.rutgers.edu/index.php?content=rn_integrity. All students are required to include the Rutgers honor pledge on all major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

- Rutgers abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and the accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing
accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Robeson Student Center. I look forward to talking with you soon to learn how I may be helpful in supporting your academic success in this course. For more information on disability services at Rutgers, go to http://disabilityservices-wu.rutgers.edu/

NOTE: This syllabus is subject to amendment or change at the discretion of the instructor.

Introduction
READ: Egger, xi-3; Hillenbrand, 17-22.

May 31 Geography, Languages, Sources, and Periodization

The Near Eastern Context of the Rise of Islam
READ: Egger, 4-20; Hillenbrand, 23-29; Primary sources (The Book of Idols & Jabiliyya poetry).

June 1 The Byzantine and the Sasanian empires
June 2 The Arabian Peninsula; Summary and questions (#1)
June 3 Discussion of primary sources (#1)

The Rise of Islam

June 4 Muhammad
June 5 The Qur’an; Hadith
June 6 Watch: Islam: Empire of Faith (Part 1) https://www.youtube.com/watch?v=eOLIE_JbSKc Summary and questions (#2)

June 7 First paper due

The Age of Conquests / Early Islam
READ: Egger, 33-44; Primary sources (Baladhuri on the Arab Conquests & The Constitution of Medina).
<table>
<thead>
<tr>
<th>June 8</th>
<th>The Caliphate; <em>Ridda</em> and Conquest</th>
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<tbody>
<tr>
<td>June 9</td>
<td>The First Civil War (36-40 / 656-661)</td>
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<tr>
<td>June 10</td>
<td>Summary and questions (# 3)</td>
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<tr>
<td>June 11</td>
<td>Discussion of primary sources (#2)</td>
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**The Umayyad Caliphate & Sectarianism**

READ: Egger, 44-84.

<table>
<thead>
<tr>
<th>June 12</th>
<th>The Second Civil War (64-76 / 680-692)</th>
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<tbody>
<tr>
<td>June 13</td>
<td>‘Abd al-Malik and the Later Umayyads</td>
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<tr>
<th>June 14</th>
<th>Watch: Islam: Empire of Faith (Part 2)</th>
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<td></td>
<td><a href="https://www.youtube.com/watch?v=-6FvFg4p7kI">https://www.youtube.com/watch?v=-6FvFg4p7kI</a></td>
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<tr>
<td></td>
<td>Summary and questions (# 4)</td>
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**The Abbasid Caliphate**

READ: Egger, 85-93; Primary sources (*A Shu'ubi Poem* & *A Tale from the Thousand and One Nights* & *Book of Kings*).

<table>
<thead>
<tr>
<th>June 15</th>
<th>The ‘Abbasid Revolution</th>
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<tr>
<td>June 16</td>
<td>The ‘Abbasid Caliphate</td>
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<td>June 17</td>
<td>Summary and questions (# 5)</td>
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<tr>
<td>June 18</td>
<td>Discussion of primary sources (#3)</td>
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**The Center Cannot Hold Three Caliphates**


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<thead>
<tr>
<th>June 19</th>
<th>The Crisis of the ‘Abbasid Caliphate;</th>
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<tr>
<td>June 20</td>
<td>The Fatimid Caliphate</td>
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<tr>
<td>June 21</td>
<td>The Umayyad Caliphate of Cordoba</td>
</tr>
</tbody>
</table>
June 22 Shi‘ite identities; Summary and questions (# 6)

Synthesis and Creativity
READ: Egger, 114-138; Hillenbrand, 114-137, 169-188; 189-218; Primary sources (Shaybani on War and Peace & Malik: the Medinan School & Shafi‘i on the Sources of Law & Hallaj: Anecdotes, the Sufi Martyr).

June 23 Law and Legitimacy in Early Islam
June 24 Science and Medicine
June 25 Sufism
June 26 Summary and questions (# 7)
June 27 Discussion of primary sources (#4)

Filling the Vacuum of Power, 950-1100
READ: Egger, 142-171; Hillenbrand, 229-236.

June 28 The Buyid Sultanate; The Ghaznavids
June 29 The Saljuqs and the Migrations of the Oghuz
June 30 Summary and questions (# 8)

Barbarians at the Gates, 1100-1260
READ: Egger, 172-198; Primary sources (Two Faces of “Holy War”: Christians and Muslims (1095-1270); Jahiz on the Turks, Singing-girls, and Landlords & Books).

July 1 The Crusades
July 2 Summary and questions (# 9)
July 3 Discussion of primary sources (#5)
**The Consolidation of Traditions & The Muslim Commonwealth**

READ: Egger, 199-256.

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<thead>
<tr>
<th>July 5</th>
<th>Intellectual Life</th>
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<tr>
<td>July 6</td>
<td>Agriculture and Urban Life</td>
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<tr>
<td>July 7</td>
<td>Summary and questions (# 10)</td>
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<tr>
<td>July 8</td>
<td>Second paper due</td>
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