



# Core Curriculum Supplement

Academic Unit / Office CLASS/HIST

Catalog Year of Implementation 2018-2019

Course (Prefix / Number) HIST / 2363

Course Title Modern Civilizations

### Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	Language, Philosophy Culture (40)	Language, Philosophy Culture (40)
Component Area Option (optional)	N/A (No Component Area Option)	N/A (No Component Area Option)
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under the Foundational Component Area ONLY.

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

The course was formerly in the core (as is 2361, Early Civilizations) but when the last core revision took place this course was overlooked. Both majors and non-majors take the course expecting LPC credit.

### Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

Critical Thinking: In an essay assignment students will demonstrate Critical thinking.

Communication: In the same essay, students will demonstrate communication skills.

Social Responsibility: In the same essay (or a different one!) students will demonstrate social responsibility

Personal Responsibility: In the same essay (or a different writing assignment) Students will demonstrate Personal Responsibility.

**When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).**

*Course Syllabus*

HIST 2363

STUDY OF MODERN CIVILIZATIONS:

MUSLIM WORLD AFTER THE SACK OF BAGHDAD (1258-1875)

SPRING 2017

MW 1:00 PM – 2:30 pm

AH 11

**Contact Information:**

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AH 641

Office Hours: Wed. 3:00 PM – 4:00 PM or by appointment

**Course Description:**

This course surveys the history of the Islamic world, particularly the Middle East, from the Mongol sack of Baghdad in 1258 through the nineteenth century. This period is essential to understand and analyze current events taking place in these regions. The Mongol sack of Baghdad transformed the political, cultural, and social outlook of arguably the entire Muslim commonwealth. Yet most Muslim societies survived the devastation and in fact underwent a new age of political growth, cultural and artistic vibrancy, and economic power (if not superiority). While the borders of the Muslim commonwealth shrank with the loss of the Iberian Peninsula, the subsequent rise of new Muslim empires from the Balkans to the Indian subcontinent began the age of so-called “Gunpowder” empires. This course questions the common declinist approach placing the beginning of a general decay for Muslim societies during the second half of the sixteenth century. Muslim societies also responded to eighteenth-century European expansion, colonialization, and economic penetration with a vigorous reform agenda. This course ends with the nineteenth-century rise of nationalism and nation states, new ideologies that drastically influenced the region’s cultural and political dynamics. Despite the title of this course combining various societies and states under the general title of Islamic history, it also emphasizes the variations and substantial cultural differences between diverse Muslim societies.

**Student Learning Objectives and Outcomes:**

Students will be able to describe and discuss significant events, individuals, long-term historical patterns, and main historiographical issues.

Students will be asked to question misleading presumptions and prejudices regarding Muslim societies.

Students will be able to contextualize and think critically regarding primary sources from this period.

Students will develop their writing skills.

**Required Textbooks and Materials:**

Egger, Vernon O. *A History of the Muslim World since 1260: The Making of a Global Community*. New Jersey: Pearson, 2008.

Additional readings will be available on: 1) Blackboard (See Learning Modules), and 2) course reserve (accessible through Blackboard).

**Important Dates:**

**January 18, 2017:** First day of this class.

**January 24, 2017:** Last day to add a class.

**January 25, 2017:** HW 1 is due on this date.

**February 1, 2017:** Last day to drop or withdraw without receiving a grade.

**February 27, 2017:** HW 2 is due on this date; pick up your take-home Exam 1.

**March 6, 2017:** Return your take-home exams.

**March 13-18, 2017:** Spring break (no class).

**March 31, 2017:** Last day to drop or withdraw with a "W."

**April 5, 2017:** HW 3 is due on this date.

**April 19, 2017:** Pick up your take-home exam II.

**April 26, 2017:** Last day of this class; submit your take-home exam II.

**Academic Calendar and Weekly Reading Assignments:**

**January 18, 2017-** Introduction and Review of Syllabus  
What do you know about Islam and Muslim Societies?

**January 23 – Documentary: Empire of Faith**  
Documentary Discussion  
HW I covers this documentary and is due January 25th.

**January 25 –Formative Period, 610-950**  
Egger, xviii-xxiv.  
HW 1 is due today.

**January 30 – Civilization under Siege, 950-1260**  
Egger, xxiv-xxx.

**February 1 – Mongol Hegemony: 1258 -1405**  
Egger, 1-13.

Christopher Dawson, *Mission to Asia* (Toronto: University of Toronto Press, 1998), 85-86 (Guyuk Khan's Letter to Pope Innocent IV in 1246), 152-160 (excerpts from William of Rubruck's mission to the Mongol Khan's court in 1253-1254); 221-37 (letters from Monks who went to Asia in 1290s). Barbara Rosenwein, ed., *Reading the Middle Ages* (Toronto: Broadview Press, 2006), 422-27 (an excerpt from Marco Polo's travels on Mongol lands and trade routes).

**February 6 – Who stopped the Mongols?**

Egger, 13-17.

Arnold von Harff, *The Pilgrimage of Arnold von Harff*, ed. Malcolm Letts (London: Hakluyt, 1946), 128-9. (Online access, "... Item I asked these two German Mamelukes why their lord, the Sultan, calls himself lord of the whole world...")

**February 8 – New Powers in the East and West**

Egger, 17-33.

Al-Maqrizi...

Ibn Khaldun....

**February 13 – Unity and Diversity**

Egger, 34-46.

Rosenwein, ed., "Processions at Damascus: Ibn Battuta, *Travels* (before 1368)," 484.

**February 15 – Law and Varieties of Religious Expressions**

Egger, 46-61.

Bernard Lewis, ed., "The Biography of an Ottoman Jurist," in *Islam from the Prophet Muhammad to the Capture of Constantinople*, Vol.2:45-50.

**February 20 – Who Expanded into European Lands?**

Egger, 63-94.

Rosenwein, ed., "A Turkish Hero: Osman Comes to Power (late 15<sup>th</sup> c.)," 492-496.

**February 22 – We are behind.**

**February 27 – We will finish the lecture of Feb.20th today.**

HW 2 is due today.

Pick up your take-home exam!

**March 1 – No Class!**

**March 6 – Heartlands of Islam**

Egger, 94-107.

B.E. Whalen, ed., "The Pilgrimage of Mansa Musa (1324)" (Doc. #62), in *Pilgrimage in Medieval Ages: A Reader*, 304-308.

Bernard Lewis, ed., "The Pilgrimage of Kankan Musa (1324)," in *Islam from the Prophet Muhammad to the Capture of Constantinople*, Vol.2: 22-28.

Bernard Lewis, ed., "A Pilgrimage from Spain (1440)," in *Islam from the Prophet Muhammad to the Capture of Constantinople*, Vol.2: 28-32.

Return your exams!

### **March 8 – Reconquista in Iberia**

Egger, 108-16.

S.J. Allen and Emilie Amt, ed., "Expulsion of the Jews from Spain (1492)" (Doc. #82) and "Abu Abdilla Mohammed on the Expulsion of the Muslims (1491)" (Doc. #83) in *The Crusades: A Reader*, 318-321 and 321-325 (respectively).

### **March 13 – Spring Break**

### **March 15 – Spring Break**

### **March 20 – Diverse Faces of Islam in Africa**

Egger, 116-143. (may skip pp.129-143)

B.E. Whalen, ed., "The Pilgrimage of Mansa Musa (1324)" (Doc. #62), in *Pilgrimage in Medieval Ages: A Reader*, 304-308.

Bernard Lewis, ed., "The Pilgrimage of Kankan Musa (1324)," in *Islam from the Prophet Muhammad to the Capture of Constantinople*, Vol.2: 22-28.

### **March 22 – Central Asia and Iran**

Egger, 143-163.

### **March 27 – The Mughals**

Egger, 193-220.

Babur, *The Baburnama: Memoirs of Babur, Prince and Emperor*, tr. and ed. Wheeler M. Thackston (New York: Modern Library, 2002), xvii-xxix ("Translator's Preface"), 330-332 and 334-335 ("Description of Hindustan, etc."), 422-24 ("A Letter to Humayun").

### **March 29 – Indian Ocean Basin as a Muslim Lake**

Egger, 220-231.

*Attention: the following two documents are not available through Blackboard or course reserve. Please copy and paste the links!*

Charter of the Dutch West India Company in 1621:

[http://avalon.law.yale.edu/17th\\_century/westind.asp](http://avalon.law.yale.edu/17th_century/westind.asp).

Warrant for William Ussling to Establish a General Company for Trade in Asia, Africa, America...in 1624: [http://avalon.law.yale.edu/17th\\_century/charter\\_012.asp](http://avalon.law.yale.edu/17th_century/charter_012.asp).

### **April 3 - The Beginnings of Western Imperialism**

Egger, 231-257.

*Attention: the following document is not available through Blackboard or course reserve. Please copy and paste the link!*

An Essay on the East-India Trade by ... in 1697:

[http://avalon.law.yale.edu/17th\\_century/eastindi.asp](http://avalon.law.yale.edu/17th_century/eastindi.asp).

### **April 5 – Urban Life and Economy**

Roger Owen, “Introduction: The Middle East Economy in the Period of so-called ‘Decline’, 1500-1800,” in *The Middle East in the World Economy 1800-1914*, reprint. (London: I.B. Tauris, 2002), pp.1-24.

**HW 3 on Roger Owen is due today!**

### **April 10 - Responses to the Age of Decline**

Egger, 261-283.

### **April 12 - European Intervention**

Egger, 283-300.

### **April 17 – Government Responses**

Egger, 300-315.

Ali Akyildiz and Sukru Hanioglu, “Negotiating the Power of the Sultan: The Ottoman Sened-i Ittifak (Deed of Agreement), 1808,” in *Modern Middle East: A Sourcebook for History*, ed. Amin, Fortna, and Frierson (Oxford: Oxford University Press, 2006), 22-31.

Monica Ringer, ed., “A Manifesto for Educational Reform in Qajar Iran, 1859,” in *Modern Middle East: A Sourcebook for History*, ed. Amin, Fortna, and Frierson (Oxford: Oxford University Press, 2006), 43-8.

### **April 19 – Non-Muslim Communities under Muslim Authority**

Bernard Lewis, ed., “Incident in Cairo (1301)” and “Another Incident in Cairo (1309-1310)” in *Islam from the Prophet Muhammad to the Capture of Constantinople*, Vol.2: 229-232 and 232-234.

Lady Montagu, *The Turkish Embassy Letters*, ed. Teresa Heffernan and Daniel O’Quinn (Broadview Press, 2013), 135-137.

**Pick-up your take-home exam!**

### **April 24 – Women**

Lady Montagu, *The Turkish Embassy Letters*, ed. Teresa Heffernan and Daniel O'Quinn (Broadview Press, 2013), 100-103, 113-116, 124-126, 130-135, 153-160, 173-174.

**April 26 – Conclusion**

**Return your take-home exams.**

**Grading Policy:**

Participation: 10%

Attendance: 10%

Homework Assignments: 30% (10% per assignment)

Take-Home Exam I: 25%

Take-Home Exam II: 25%

**Assignments and Exams:**

**Homework Assignments:** Students have three one-page homework (HW 1, HW 2, and HW 3) assignments. These assignments consist of a one-page essay responding to a question available on Blackboard. The assignments are graded for both content and style. Late assignments are not accepted, and assignments comprise 30% of the class grade (each 10%). **Missing an assignment can cause a student to fail the class.**

**Take-Homes Exam I and II:** Take-home exams consist of IDs (identifications of people, events, dates, and significant concepts/terms) and essays. Students have one week to finish their exams. They can (and should) use their text books, additional class readings, and lecture notes in order to complete the exams. They should **not** use additional resources including online resources (i.e. Wikipedia). These exams are graded for both content and style. Late submissions are **not** accepted. Further guidelines will be provided when students receive their take-home exams.

**Class Rules and Regulations:**

Students must complete all assignments in order to receive a grade in this class!

Students are expected to contribute to class discussions with analytical and interpretive comments on the readings.

Students are expected to attend class regularly. Students are allowed to miss class twice; more than two absences will negatively affect the attendance grade. Three late arrivals (arriving to the class fifteen minutes after the beginning of class) will also be counted as one absence. Students who arrive to class twenty minutes after the start of class will be counted absent.

Students should check Blackboard for handouts and announcements regarding the class.

**These rules and regulations can be changed at the professor's discretion.**