

DRAFT; SUBJECT TO CHANGE

SYLLABUS
GEORGETOWN UNIVERSITY
SUMMER 2019
HISTORY 160: Middle East Civilization I

INSTRUCTOR:
Kate Dannies
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Office: TBD
Office Hours: TBD

COURSE DATES: May 20-June 14
COURSE MEETING TIME: M-F 10:45 am-12:45 pm
COURSE LOCATION: TBD

COURSE DESCRIPTION: This course is a survey of medieval and early modern history of the Middle East. The thematic approach of this course will help you to navigate the complexity entailed by studying a region stretching from Spain to Afghanistan over twelve centuries (CE 600-1800) in a single course. We will explore the rise of Islam and Islamic Empires through three thematic modules: religious minorities; women and gender; and disease, public health, and public morality.

LEARNING GOALS: Engaged students who come to class regularly, participate actively in discussions, and complete all readings and written assignments, will improve their ability to:

1. Think critically about history, not as a collection of self-evident facts, but as question-driven interpretation, based on evidence, of human experiences, interactions, and relationships as they change over time.
2. Identify and evaluate primary sources, and use them critically as the basis to formulate analytical questions and as evidence to build historical interpretations.
3. Articulate ideas verbally and support them with evidence.
4. Engage critically with the work of other historians, their methods, and analytical concepts.

COURSE READINGS: All course readings will be made available via Canvas.

COURSE POLICIES: I look forward to helping students at every stage of the course and I encourage you to come speak with me at office hours or schedule an appointment to discuss any questions or issues you might have. Email is the best way to reach me: kd576@georgetown.edu

Assignments: You should plan to submit assignments by the specified due date. Late work will be penalized by one letter grade per day. To dispute a grade, you must submit a paragraph-length explanation before we discuss the grade in person.

Absences: Each student has one unexcused absence. There is no need to justify the absence to me in any manner. I will also excuse absences for health, family emergencies and the like with

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proper documentation from the dean's office. Please let me know in advance about necessary planned absences before the end of add/drop so that we may discuss suitable arrangements. Students with documented absences for the celebration of religious holidays and related travel will not be penalized for missing class and will be given the opportunity to make up missed work. Tardiness is disruptive to the learning environment so I ask that you do their best to arrive on time. Students arriving more than 20 minutes late will be counted as absent for the day.

Technology: Laptops are encouraged to facilitate access to readings and other materials being used in class, but you are asked to use them only for purposes directly related to the course. Using laptops for non-class related purposes will result in a lower participation grade for the day. Cell phones must be completely silent and invisible during class.

UNIVERSITY POLICIES & RESOURCES

Honor System: I strongly believe in adherence to the Georgetown honor system and expect that you do too. I comply with reporting requirements. That said, DO collaborate with your classmates in study or conversation groups. DO give credit to your fellow students when appropriate. DO read the honor system booklet:

<http://gervaseprograms.georgetown.edu/honor/system/>

Special Accommodations: If you believe that you have a disability that will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu) for further information. The center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Dedicated Resources for High School Students: High school students enrolled in the course have access to Josh Fowler, Georgetown's Director of High School Programs, for academic advising and support with any challenges they may experience during the summer session. He holds regular office hours on Thursdays 2-4 pm at 3307 M Street Suite 202, accepts meetings by appointment through this calendar: <http://bit.ly/SPHSOfficeHours> and can also be reached by email at highschool@georgetown.edu and (202) 687-7087.

Title IX Sexual Misconduct Statement: Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

ASSIGNMENTS

Attendance and Class Participation (30%): It is important for everyone to attend all class sessions and demonstrate proficiency in oral discussion. I define class participation as demonstrating active engagement with the assigned readings by contributing insightful comments, asking questions that respond to the discussion at hand and demonstrate an engagement with the readings and themes of discussion, and actively paying attention and interacting with your classmates and instructor during each class session. If you are having difficulties participating despite being prepared for class please let me know so we can come up with strategies to improve your performance in this area. I will drop the lowest participation grade for those with no absences during the course session. Those who have more than four total unexcused absences will receive a failing grade for participation and likely for the course.

Mini-Exams (30%): There will be four weekly mini-exams to test your knowledge of the material covered in the readings, lectures, documentaries, and discussions. The exams will be composed of key term identifications, a choice of short essay questions, and a map quiz. I will drop the lowest exam grade and students who are happy with their first three exams may forego the final mini-exam on the last day of classes.

In-Class Writing (20%): The last 15 minutes of one class session each week (see schedule) will be used for in-class writing assignments. The purpose of this exercise is to review and reflect on important ideas, themes, and information. The students will be provided with a prompt for their writing. Notes or readings may not be used and students will use pen or pencil and paper to complete these tasks.

Reading Presentation (20%): Each student will give one presentation on the readings for a class session to be assigned at the beginning of the course. Students will give a 20 minute presentation at the beginning of their assigned course section that introduces the assigned readings, place them in their historical context, connect them to the themes of the course, and pose questions for the class to consider during the day's discussion. Students are encouraged to use Powerpoint and incorporate images, multimedia elements, maps and other materials as useful and appropriate.

EVALUATION

Written assignments will be evaluated on five criteria: 1) Thesis; 2) Evidence; 3) Idea Development; 4) Structure and Organization; and 5) Grammar and Spelling.

An 'A' paper is an absolutely excellent and outstanding paper. It is full of original, thoughtful, and exciting ideas with a sharp thesis and evidence. It consistently, clearly, and effectively communicates its purpose to its audience in all areas. It has crisp writing, solid development, and is coherent in terms of organization in style.

A 'B' paper is a good paper with strong ideas and a thesis to guide it. All the basic requirements of the assignment are met, and the facts are correct. It has deficiencies in no more than two of the criteria described above. For example, it might lack coherence in organization or the thesis may

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need further development. Overall the 'B' paper is a good one, in which the writer basically got their ideas across.

A 'C' paper is a fair paper and the writer has clearly engaged with the topic. There is an attempt to support a thesis. However, a 'C' paper has minor deficiencies in three or more criteria or major deficiencies in one or more areas that reduce clarity. It may contain inaccuracies or contradictions, or the organization makes the writer's ideas difficult to follow. A 'C' paper shows potential but still needs significant work for that potential to be realized.

A 'D' paper is a paper in which the writer has barely met the requirements of the assignment. The paper has major problems with the thesis, evidence and/or style, and fails to communicate its purpose to the audience. For example, the thesis is absent or very unclear or the writing is confusing. The writer has made some attempt to engage with the question asked but the paper reads like a very rough draft.

An 'F' paper fails to meet the requirements of the assignment.

Oral assignments including class discussion and presentations will be graded on the basis of three criteria: 1) Number and quality of contributions; 2) Grasp of reading material; 3) Focus and engagement.

An 'A' range grade means that the student demonstrates close reading of the text through their ability to analyze argument (s); critique the main supporting evidence; and weigh against arguments and evidence found in other readings. To achieve an A range discussion grade students must be focused throughout the class and contribute thoughtful and relevant comments and questions over the course of the class session in a manner that enriches the overall quality of the discussion.

A 'B' range grade means that the student demonstrates good familiarity with the text through their ability to explain arguments (s); present the main supporting evidence; and connect to arguments and evidence found in other readings. To achieve a B range discussion grade students must be focused throughout the class and contribute thoughtful and relevant comments and questions that makes a strong contribution to the overall discussion.

A 'C' range grade means that the student demonstrates vague familiarity with the text through their ability to identify the main argument and the basic supporting evidence and make general connections to other readings. A C range grade indicates that the student has minor problems in one or more of the criteria. For example, a student might show good familiarity with the text but is unfocused and does not contribute meaningful comments.

A 'D' range grade means that the student has major problems in one or more of the criteria. For example, the student may not demonstrate their familiarity with the text either by not speaking up at all or by only making contributions that do not reference the readings or paraphrase what another student has already said.

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An 'F' range grade means that the student shows no familiarity with the text and is completely disengaged from the class discussion.

WEEK 1: THE RISE OF ISLAM

20 May (Mon)	Introduction to Middle East I
Activities	Watch "Empire of Faith," Episode 1 (in class)
Assignments	Watch "Empire of Faith," Episode 2 (at home) Read Ansary, <i>Destiny Disrupted</i> , 1-66.
21 May (Tues)	The Rise of Islam
Activities	Lecture: The Rise of Islam Watch "The Caliph," Part 2 (in class)
Assignments	Read Ansary, <i>Destiny Disrupted</i> , 67-78 and Halm, <i>Shi`ism</i> , 1-37 (BB)
22 May (Wed)	The Sunni Consensus and Fragmentation
Activities	Discussion of Ansary and Halm Quran and Hadith Primary Source Activity
Assignments	Read Ansary, <i>Destiny Disrupted</i> , 79-115
23 May (Thurs)	Abbasid Culture
Activities	Mini-Lecture: Abbasid Culture Abbasid Poetry Primary Source Activity In-Class Writing
Assignments	Prepare for Mini-Exam
24 May (Fri)	Mini-Exam
Activities	Watch <i>Science and Islam: The Language of Science</i> (in class)
Assignments	Happy long weekend!

WEEK 2: OTTOMANS, MAMLUKS, MONGOLS & CRUSADERS

27 May (Mon):	Memorial Day; No Class
Assignments	Read Ansary, <i>Destiny Disrupted</i> , 117-132 Read Quatert and Lewis
28 May (Tues)	The Ottomans
Activities	Mini-Lecture on the Ottomans Discussion: Ottoman Decline
Assignments	Read Dunn, Chapter 3 (LAU e-book and PDF on BB) Read Raymond, Selections (BB PDF)
29 May (Weds)	The Mamluks
Activities	Discussion: Mamluk Cairo Al-Maqrizi Primary Source Activity

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Assignments Read Ansary, *Destiny Disrupted*, 133-158
Read Maalouf, *Crusades through Arab Eyes*, Selections (BB PDF)

30 May (Thurs) The Mongols, the Ayyubids and the Crusades
Activities Mini-Lecture: The Mongols, the Ayyubids and the Crusades
In-Class Writing

Assignments Prepare for Mini-Exam

31 May (Fri)

Activities Mini-Exam

Watch in Class: “The Crusades, An Arab Perspective”

Assignments Read García-Arenal, *A Man of Three Worlds*, 1-52 (e-book and BB PDF)

Read Ghosh, *In an Antique Land*, Selections (BB PDF)

WEEK 3: Minorities, Travelers, and Medicine in the Early Modern Middle East

3 June (Mon)

Activities Reading Presentation #1

Discussion: Mobility and Migration

Assignments Dursteler, Chapters 1 and 6

Evliya Çelebi, Selections

4 June (Tues)

Activities Reading Presentation #2

Discussion: Identity

Evliya Çelebi Primary Source Activity

Assignments Read Varlik

Read Ragab (changed to Scalenghe)

5 June (Weds)

Activities Reading Presentation #3

Discussion: Medicine and Public Health

Plague Primary Source Activity

Assignments Read Ansary 159-198

6 June (Thurs)

Activities Lecture: Into the Early Modern Period

In Class Writing

Assignments Prepare for Mini-Exam

7 June (Fri)

Activities Mini-Exam

Watch in Class: “An Islamic History of Europe”

Assignments Tucker, Gender and Islamic Law, Introduction

Leslie Peirce, *Morality Tales*, 351-374 [E-book]

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WEEK 4: Gender and Morality in the Early Modern Ottoman Empire

10 June (Mon)

Activities Reading Presentation #4
Discussion: Gender and Islamic Law
Assignments Read: Rouhayeb, Before Homosexuality, 1-51. [E-Book]

11 June (Tues)

Activities Reading Presentation #5
Discussion: Early Modern Sexualities
In-Class Writing
Assignments Read: Fariba Zarinebaf, Crime and Punishment in Istanbul, Chapter 5,
Read: Patricia Khleif “There Goes the Neighborhood”

12 June (Weds)

Activities Discussion: Morality and the Early Modern Ottoman State
Debate Preparation
Assignments Prepare for Debate

13 June (Thurs)

Activities Final Debate: Continuity and Change
Course Evaluations
Assignments Prepare for Mini-Exam

14 June (Fri) Mini-Exam