This course surveys the history of the Middle East (the modern day region mostly inhabited by Muslims speaking Arabic, Turkish, and Persian) from late antiquity to the later twentieth century. Students will hear broad narratives (concerning, for instance, the advent of Islam, the caliphates, the Mongols, the Ottoman empire, the rise of the nation-state) and read a variety of primary sources documenting these episodes. Writing skills are a particular focus: students will write response pieces every week, and feedback will allow them to improve their performance over the course of the semester. Attentive and diligent students will acquire a solid background in Middle Eastern history that will better inform their understanding of contemporary events in this region. For those who wish to pursue a concentration in Middle East studies, the course should provide a foundation for further work.

The Week
Each week includes two hours of lectures (Monday and Wednesday) and one hour of discussion (Friday). Complete all readings and submit your weekly paper before or at the Monday lecture.

Evaluation

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<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly papers (10 at 5% each)</td>
<td>50%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in discussions</td>
<td>15%</td>
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<tr>
<td>Final exam (Tuesday, Dec. 10, 5:30 – 7:30 p.m.)</td>
<td>25%</td>
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Weekly papers
These 300 word papers form the basis of weekly discussions. In addition, writing a short paper almost every week allows the instructor to offer the kind of sustained feedback that can help to improve students' writing skills. Papers will be graded according to a rubric, which will give students specific advice. The first paper is mandatory; submit at least nine more over the course of the semester. If you write more than ten, your best ten grades will be retained. Submit via SafeAssign (on Blackboard), and bring a copy to class on Monday. Late papers will not be accepted.

Rubric:
### Attendance
Attendance will be taken at each meeting, and every missed class is counted in the grade.

### Participation
Students must contribute constructively to every weekly discussion in order to receive full grades. For more guidance, see "Grading Practices" below.

### Final exam
This cumulative exam will allow students to reflect on everything they have learned over the semester, and to demonstrate the writing skills that they have developed through the weekly papers. The final exam will include one question designated as the course's "multicultural assignment."

### Readings
The required texts are

These books are available for purchase at local bookstores and online, and they are also on hold at Strozier Library. Additional readings listed in the syllabus will be posted on Blackboard.

### Schedule
This schedule is subject to change. The syllabus posted on Blackboard will be updated to reflect changes, and it is the schedule of record.
Aug 26, 28, 30  **Introduction**  

Sep 4, 6  **Muhammad's World**  

Gordon, Ch. 1 
Gordon biographies: A'isha, 'Ali, Khadija

*Response piece 1:* What was the most important characteristic of Muhammad's world?  
(due Wed, Sep 4)

Sep 9, 11, 13  **Muhammad's State**  

Gordon documents: 3, 4, 10.

Gordon, Ch. 2 
Gordon biographies: Mu'awiyah, Umar

*Response piece 2:* Was Muhammad's state just?

Sep 16, 18, 20  **Umayyads and 'Abbasids**  
Al-Mas'udi, *The Book of Golden Meadows*, c. 940 CE. 
Gordon documents: 5, 6, 7, 12.

*Readings:* Gordon, Chs. 3, 4. 
Gordon biographies: al-Ma'mun, 'Abd al-Malik, Abu Ja'far, Harun,

*Response piece 3:* How could so few Muslims conquer so much territory so quickly?

Sep 23, 25, 27  **The High Caliphate**  
Please read the following excerpts from Fordham's *Medieval Sourcebook:* 

- [An Arab Ambassador in Constantinople](#), (late 10th Century CE)
- Ibn-Miskawaih: *The Experiences of the Nations*, c. 980 CE
- Yakut: *Baghdad Under the Abbasids*, c. 1000 CE

“Arib’s Visit to her Former Lover,” Gordon documents, 8, 9, 11, 13

**Readings:**
Gordon, Chs. 5, 6.

**Response piece 4:** Did the 'Abbasid state run according to the rules Muhammad set out?

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**Beyond Baghdad**

Sep 30, Oct 2,4

**Readings:**
Maalouf, *Samarkand*, Books 1 and 2
Farhad Daftari, “*Hasan Sabbah*,” *Encyclopaedia Iranica*.
Nizam al-Mulk (d. 1092 CE): *On the Courtiers and Familiars of Kings*
Gordon, Ch. 6.

**Response piece 5:** Is the story that Maalouf tells in *Samarkand* a true story?

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**Turks and Mongols**

Oct 7,9,11

**Primary sources:**
"Ibn Taymiyya on utility and morality in politics," prepared by M. Cook.
Fourteenth century descriptions of the Ottomans, from G. Arnakis, "Gregory Palamas Among the Turks and Documents of his Captivity as Historical Sources," *Speculum* 26 (1951), 113.

**Readings:**
Gelvin, 1-24 (1-26 2nd edition)

**Response piece 6:** "The Turks...are the Bedouins of the non-Arabs" (Jahiz). If their backgrounds were so similar, why were the outcomes of their respective dominations in the settled lands of the Middle East so different?

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**Ottomans**

Oct 14,16,18

**Primary sources:**
Draft Treaty, Gelvin 60-1
Travels of Chardin, Gelvin 61-3.
Readings: Gelvin, 25-57 (27-59 2nd edition)
Response piece 7: Did the Ottomans serve Islam, or did Islam serve the Ottomans?

Oct 21,23,25
The Turn of the Nineteenth Century

A question on the position of Jews in Islam, and the answer of Shaikh Hasan Al Kafrawi, 1772. Link

Readings: Gelvin, 69-86 (69-87 2nd edition)

Response piece 8: Was the turn of the nineteenth century a beginning or an ending?

Oct 28,30,Nov 1
Nineteenth Century Colonialism and Reform

Balta Limani, Gulhane, Islahat Fermani, Gelvin, 158-64 (147-54 2nd edition).
Algerian Poetry, Gelvin 167-8 (157-8 2nd edition)

Readings: Gelvin, 87-109 (88-110 2nd edition)
Response piece 9: Did the Ottoman empire avoid European imperial expansion?

Nov 4,6,8
The End of the Ottoman Empire

D’Arcy Oil Concession, Gelvin, 165-7 (154-6 2nd edition)
Huda Shaarawi, Gelvin 169-70 (158-60 2nd edition)
Muhammad ‘Abduh, Namik Kemal, Iran, Gelvin 171-7 (161-7 2nd edition).

Readings: Gelvin 133-57 (123-46 2nd edition)
Maalouf, Books 3 and 4

Response piece 10: When did the Ottoman empire fail?

Nov 13, 15
Toward Independence

"Conflicting Promises During World War I,” MEIW 113-8.
"Nazira Zein El-Din, an Egyptian Feminist, Comments on the Unveiling and Veiling of Women, 1928," AFK 100-8.

Response piece 11: Is Middle East nationalism a mistake? (due Wed Nov 13)

Nov 18,20,22

Middle East Republics


Hasan al-Banna on politics and religion, in Halm 283-7.


Response piece 12: Is authoritarian rule Islamic?

Nov 25, Dec 2,4,6

Conclusion

Facebook groups: We are all Khaled Said كنا خالد سعيد


Response piece 13: Were the 2011-13 revolutions a good thing?

Dec 10, 5:30 pm Final Exam

Policies

A. Students with disabilities: covered by the Americans with Disabilities Act should follow these steps:
   1) Provide documentation of your disability to the Student Disability Resource Center.
   2) Bring a statement from the Student Disability Resource Center indicating that you have registered with them to your instructor the first week of class. The statement should indicate the special accommodations you require.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. Telephone: (850) 644-9566 (voice) (850) 644-8504 (TDD). Email: sdrc@admin.fsu.edu Website: http://www.disabilitycenter.fsu.edu/

B. Missed work: If you are unable to take an examination at the arranged time you must inform the instructor at the earliest possible date, and provide a reasonable excuse with whatever documentation might be necessary. The instructor will determine what constitutes documentation and a reasonable excuse. Make-up exams will be allowed at the discretion of the professor.

C. Cheating and plagiarism: All students are required to uphold the Academic Honor Code, which "is based on the premise that each student has the responsibility to: 1) Uphold the highest standards of academic integrity in the students own work, 2) Refuse to tolerate violations of academic integrity in the academic community, and 3) Foster a high sense of integrity and social responsibility on the part of the University Community." The Florida State University Academic Honor Policy (http://dof.fsu.edu/honorpolicy.htm) outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Read it.

The penalty for a confirmed breach of the honor code, as outlined in the Student Handbook, will be either a “0” for the assignment or an “F” for the course, at the discretion of the instructor. Plagiarism will definitely receive the latter penalty. Additionally, for any breach, a letter will be sent to the Judicial Office of the University.

D. Gordon Rule requirements: In order to fulfill FSU’s Gordon Rule “W” Designation (writing) credit, the student must earn a “C-” or better in the course, and in order to receive a “C-” or better in the course, the student must earn at least a “C-” on the required writing assignments (totaling 3000 words) for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course. If you do not pass the Gordon Rule, you cannot receive a final grade HIGHER than a D in the class, regardless of your
scores on the exams. Your Gordon Rule portion of the class will be the ten weekly papers, which total 3000 words.

E. **Multicultural requirement:** In order to fulfil FSU’s Multicultural cross-cultural studies “X” designation credit, the student must complete the multicultural assignment portion of the final exam with the grade of “C–” or higher.

F. **Laptops and cell phones:** Turn them off and put them away before class. If you text during class, you will be asked to leave.
Grading Practices
Letters and Numbers

Papers and Exams
An A or A- paper or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A B+ or B paper or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly. A B- paper or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A C+, C, or C- paper or exam offers little more than a mere summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material. A D paper or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material. An F paper or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

Class and Seminar Participation
A student who receives an A for participation in discussion in seminars typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a B for participation in discussion in seminars typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a C for discussion in seminars attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who fails to attend seminars regularly and adequately prepared for discussion risks the grade of D or F.

Source: adapted from Princeton University "Department of History Grading Practices"