COURSE DESCRIPTION
This course examines the influence of Islam in shaping the modern world. Through this course students will develop an understanding of the rise of Islam in Arabia and its subsequent expansion up to the establishment of extensive empires ranging from the Ottomans to the Mughals. Finally, the course will engage with Islam in the contemporary world by looking at political movements, gender issues and the use of violence. Students will demonstrate their understanding of the material through exams, papers and classroom participation.

In the first segment of this course students will develop an understanding of the rise of Islam in Arabia and its subsequent expansion to emerge as a global religion. The course materials, inclusive of the readings, lectures and documentaries will expose students to the diverse world of Islam, while familiarizing students to its contributions in the realms of culture, science, art and architecture to name a few. The second segment focuses specifically on the Ottoman, Safavid and Mughal Empires and pays attention to how the Muslim empires and Islam influenced the political structure, religious tradition, and the economic and cultural world of these regions. Finally, the third segment of the course will engage with Islam in the contemporary world by looking at Muslim reform and revivalist movements in the colonial and post-colonial context, women and gender as well as violent religious extremism and the accompanying Islamophobia that dominates our contemporary engagement with the Islamic world.

READINGS
- V.S. Naipaul, *Among the Believers: An Islamic Journey*
- Nathan Thrall, *Day in the Life of Abed Salama: Anatomy of a Jerusalem Tragedy*
*Additional reading will be posted on Brightspace.*
COURSE REQUIREMENTS

Assignments
Participation: Students are expected to come to class prepared to discuss the readings assigned for the day as well as complete the in-class quizzes and assignments.

Exams: There will be 1 exam for this course. The contents of the exams will be based on the lectures and the readings assigned for the period.

Papers: There will be three paper assignments for this course, which includes 2 reviews, one on Naipaul and the other on Thrall. The longer-term paper will be based on a topic of your choice and will draw upon the readings assigned for this course and your own research. I will discuss the format of the papers in greater detail in class.

Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Reviews (2 x 15%)</td>
<td>30%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading Scale

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

No alternate (or "make-up") quizzes/exams will be offered. You must contact me prior to any excusable absence (medical, sport-related, etc.). Alternate and make-up exams will only be given for prior excused absences or in case of emergencies that prevent you from taking the exam on the assigned day. You will not be allowed to make-up for the exam unless you provide me with appropriate documentation verifying your absence.

Any late assignment will reflect in a lowering of your grade by 5% for each day they are late allowing for a maximum deduction of 30% of the total allotted points for that assignment.

Attendance
You are expected to attend all lectures and participate in class discussions and in-class assignments. Irregular attendance will preclude the student from performing well in the course. It is important to note that class lectures are not a substitute for the readings and proper comprehension of both the readings and lectures are necessary to pass this course.

All assignments are due on the day mentioned in the syllabus.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor will have full discretion over what behavior is deemed appropriate/inappropriate in the classroom. All cell phones must be turned off or put on silent or vibrate mode. Students are not to use their cell phones to text during class sessions.
Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.

This section of this course will focus on all four PLOs.

Student Learning Outcomes:
The more specific outcomes for this particular course are as follows:

1. The student will develop an understanding of the rise and spread of Islam in a global context.
2. The student will develop an understanding of the Ottoman, Safavid and Mughal Empires.
3. The student will be able to explain the complex interactions between different sects of Muslim communities and between Islam and other religions.
4. The student will be able to assess the impact of European expansion on the Islamic world.
5. The student will be able to contextualize the role of Islam in the shaping of the modern world.
COURSE OUTLINE WITH ASSIGNED READINGS
* The syllabus is subject to change dependent on the instructor’s assessment of the progress of the course. Students will be notified of such changes in class.

Week 1

Thursday, January 18 Course Introduction

Week 2

Tuesday, January 23 Origins of Islam
Reading: - Jonathan Bloom and Sheila Blair, *Islam: A Thousand Years of Faith and Power.* (pp. 9-33)
          - Esposito, *What Everyone Needs to Know about Islam* (pp. 3-51)

Thursday, January 25 No Class Meeting
Watch Documentary “Islam: Empire of Faith” on YouTube
https://www.youtube.com/watch?v=uxnT1Trn5kc (2 hrs. 40 minutes)

Week 3

Tuesday, January 30 The Early Caliphs and the Spread of Islam
Reading: - Jonathan Bloom and Sheila Blair, *Islam: A Thousand Years of Faith and Power.* (pp. 35-75)
          - Esposito, *What Everyone Needs to Know about Islam* (pp. 72-94)

Thursday, February 1 The Golden Age
Reading: - Jonathan Bloom and Sheila Blair, *Islam: A Thousand Years of Faith and Power.* (pp. 77-155)

Week 4

Tuesday, February 6 The World of Islam

Thursday, February 8 Before the Empires: India, Iran and Anatolia
Reading: - Jonathan Bloom and Sheila Blair, *Islam: A Thousand Years of Faith and Power.* (pp. 159-180)

Week 5

Tuesday, February 13 The Ottomans, Safavids and Mughals
Reading: - Jonathan Bloom and Sheila Blair, *Islam: A Thousand Years of Faith and Power.* (pp. 181-219)
Thursday, February 15  

**Continued**

**Week 6**

Tuesday, February 20  
**Persianate Culture**

Reading:  

Thursday, February 22  
**Conversion and Identity**

Reading:  

**Week 7**

Tuesday, February 27  
**Conflict or Coexistence**

Reading:  

Thursday, February 29  
**Continued**

- **Start Reading Naipaul**

**Week 8**

Tuesday, March 5  
**Review Exam**

Thursday, March 7  
**Exam**

**Week 9**

March 9-17  
**Spring Break**

**Week 10**

Tuesday, March 19  
**Islamic Reform Movement**

Reading:  
- Esposito, *What Everyone Needs to Know about Islam* (pp. 95-132)

Thursday, March 21  
**Religion and Politics**

Reading:  
- Esposito, *What Everyone Needs to Know about Islam* (pp. 158-220)

**Naipaul, Among the Believers Book Review Due**
Week 11
Tuesday, March 26  Discussion: **Naipaul, Among the Believers**

Thursday, March 28  **Easter Holidays**

Week 12
Tuesday, April 2  **Iran and the Islamic Revolution**
Reading: - Will be made available on Brightspace.
        - Start Reading Thrall

Thursday, April 4  **Politics of the Middle-East**
Reading: - Will be made available on Brightspace.

Week 13
Tuesday, April 9  **Politics and Violence**
Reading: - Esposito, What Everyone Needs to Know about Islam (pp. 158-220)

Thursday, April 11  Continued

Week 14
Tuesday, April 16  **Gender and Islam**
Reading: - Will be made available on Brightspace.
        - Thrall Review Due*

Thursday, April 18  Discussion: Thrall - **Day in the life of Abed Salama**

Week 15
Tuesday, April 23  Paper Topic Discussion

Thursday, April 25  **NO-CLASS -- Work on Term Paper**

Week 16
Tuesday, April 30  **Islam in the Twenty-First Century**
Reading: - John L. Esposito, Islam: The Straight Path. (pp. 250-295)

Thursday, May 2  *Continued*

Week 17
Tuesday, May 7  **Paper 3 Due by Noon.**
Policies:

Institution Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Academic Integrity (4.1)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf)

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
  [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  936.468.4008
  thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741