

## ICIVS 505: ICIVS PEDAGOGY SEMINAR

### *Historical and Pedagogical Issues in Islamic Civilizations Studies*

FALL 2015

**Instructor:** [Prof. Gordon D. Newby](#)

**Class days:** Tuesdays 1:00 to 4:00

**Classroom:** Callaway S 319

**Instructor:** Prof. Gordon D. Newby

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**Office hours:** by appointment

#### **Texts:**

- Marshall G. S. Hodgson, *The venture of Islam*, 3 vols. Chicago: University of Chicago Press, *latest printing*.
- *Teaching Islam*, Edited by Brannon M. Wheeler, Oxford University Press, 2003
- Other texts as PDFs posted on the course Blackboard site

#### **Course Description**

This course is designed for graduate students who wish to learn about Islamic civilizations in their historical contexts as a basis for further study of Islam, for comparative purposes, and in particular to become prepared to offer undergraduate lectures on Islam or to offer an undergraduate survey course on the history of Islamic civilizations.

By the end of the course, each student will be familiar with the origins and development of Islamic civilizations, its spread and influence worldwide, and the major methodological and historiographical issues involved in studying and teaching about Islamic civilizations in a historical, cultural, political, and geographic context. For each topic and period, students will receive a general overview of the topic, read primary and secondary texts related to the period, and discuss the issues in a seminar setting. In addition, each student will have an opportunity to present an in-depth analysis of one or more topics during the course of the semester. Each presenter or team of presenters will prepare an oral presentation for the seminar discussion of an assigned topic. The presenters will also prepare a final written version of their material in the form of a lesson plan to be distributed to all members of the seminar. All students will also be involved in preparing an annotated bibliography on a particular topic of their interest that will be available to each seminar member. At the end of the course, each student will have a file

of lesson plans, an annotated bibliography, and will have read relevant primary and secondary texts on the major phases of Islamic civilizations. Additionally, each student will have become familiar with the major pedagogic issues of teaching in an American college classroom, including but not limited to issues of inclusive instruction, disabilities, gender, and universal curriculum design.

### **Assignments**

All assigned reading must be completed by class time. Please come to class prepared to discuss a number of points that emerge from the texts assigned and to contextualize each reading in terms of the broader questions of the course.

Assignments will be posted on the Blackboard site for each class session. This course is designed to be an active collaboration among all members of the seminar with the goal to explore the creation of an introductory undergraduate course in Islamic Civilizations. During the course of the semester, each member of the seminar will be assigned the task of team leader for that day's subject, but all members will be expected to assist in the preparation of the day's topic.

All written work must be submitted according to the assignment's instructions posted on the latest version of the class Blackboard site. Unexcused late work will lower the grade for that assignment by one letter grade.

### **Grading**

Grading will be based on seminar attendance, participation in discussion, performance as team leader, and on the written portion assigned to you of the final course packet assignment.

### **Attendance**

Seminar attendance is mandatory. An excused absence may be granted at the discretion of the instructor and will generally require prior notification. Each unexcused absence will lower the final grade by one letter grade.

### **Honor Code:**

**The EMORY COLLEGE HONOR CODE is, of course, ALWAYS IN EFFECT.** Written work submitted must represent strictly your own efforts, and sources of ideas must be acknowledged in the papers. For more information, please consult [http://college.emory.edu/home/academic/policy/honor\\_code.html](http://college.emory.edu/home/academic/policy/honor_code.html)

### **Special Issues:**

If you find that you are having any difficulties with the material in this course or its method of presentation, I will be pleased to discuss this matter with you or refer you to an

appropriate source of help. Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with me to discuss this as soon as possible, and I will direct you to an appropriate source of help. All information will be held in the strictest confidence.

**NOTE: The latest version of this syllabus will govern this course. Changes to the syllabus will be posted on our Blackboard site and you will receive email notification.**

## SCHEDULE

### September 1 Introduction

Topics: The syllabus; the concept of Islam as a civilization; hermeneutics, geography: real and sacred; language, race, ethnicity, culture.

Readings:

- M. G. S. Hodgson, *Venture of Islam*, vol. 1, pp. vi - 99
- Gordon D. Newby, *A History of the Jews of Arabia: Afterword* (PDF)
- Wilhelm Dilthey, *Pattern and Meaning in History* (PDF)
- Hans Gadamer, *Truth and Method* (PDF)
- “Gadamer’s Theory of Interpretation” (PDF)
- E. D. Hirsch, *Validity in Interpretation* (PDF)
- Wheeler, Chapter 1

### September 8 Where to begin?: The East Mediterranean Before Islam

Topics: Religion and Big Power conflicts; Arabia and the conflict of client states; Trade, Camels, & Bedouinization

Readings:

- M. G. S. Hodgson, *Venture of Islam*, vol. 1, pp. 103 – 145
- Gordon D. Newby, *History of the Jews of Arabia*, pp. 7-77 (PDF)
- Nicene Creed & Creed of Chalcedon (PDF)
- Wheeler, Chapter 2

### September 15 Muhammad and Earliest Islam

Topics: Birth and Early Life; First Revelation and the Qur’an; Makkan Islam; mythomorphism and history; Translation, the Qur’an and the classroom.

Readings:

- M. G. S. Hodgson, *The Venture of Islam*, vol. 1, pp. 146-186

- Qur'an 1, 12, 96-114
- Genesis chapters 30 – 50
- Wheeler, Chapter 3

### **September 22 NO CLASS**

### **September 29 The Medinan State**

Topics: Hijrah; Muhammad's praxis; Social media in the classroom

Readings:

- Alfred Guillaume, The Life of Muhammad, pp. 220-690. (PDF)
- Marshall G.S. Hodgson, The Venture of Islam, vol. 1, pp. 187-230
- Qur'an 2 – 9
- Wheeler, Chapter 4 & 11

### **October 6 Islamic Expansion, Heterodoxy, Orthodoxy, and Empire**

Topics: The early Caliphs and Islamic expansion; beginnings of sectarianism; Arab, Ajam and Dhimmi

Readings:

- Marshall G.S. Hodgson, The Venture of Islam, vol. 1, pp. 231-314.
- Wheeler, Chapters 5 & 6

### **October 13 FALL BREAK**

### **October 20 Development of Islam as a Civilization**

Topics: Shari'a, falsafa, adab and the arts, the Islamic intellectual tradition

Readings:

- Marshall G.S. Hodgson, The Venture of Islam, vol. 1, pp. 315-405.
- Wheeler, Chapter 7

### **October 27 Islam at Large**

Topics: Slave soldiers and the social order, Islamic mysticism, shu'ubiyah, non-Muslims in Islamicate societies.

Readings:

- Marshall G.S. Hodgson, The Venture of Islam, vol. 2, pp. 3-368.

- Wheeler. Chapter 8

### **November 3 and November 10 Muslim Empires**

Topics: Turkification, Ottomans, Safavids, Timurids; taqlid and ijtiḥad, the case of the Wahhabis

Readings:

- Marshall G.S. Hodgson, The Venture of Islam, vol. 2, pp. 369-574; vol. 3, pp. 3-133.
- Wheeler, Chapters 9 & 10

### **November 17 The Modern Challenge**

Topics: The Great Western Transmutation, modernism, gender, nationalism, “fundamentalism,”

Readings:

Marshall G.S. Hodgson, The Venture of Islam, vol. 3, pp. 134-356.  
Wheeler, Chapter 12

### **November 24 Colonialism, anti-Colonialism, Independence and Fragmentation**

Topics: The challenges of the 20<sup>th</sup> century, Islam in a secular world

Readings:

- Marshall G.S. Hodgson, The Venture of Islam, vol. 3, pp. 357-441

### **December 1 and December 8 Summary and Review**