



Islamic Civilization

Winter 2019 | Institute of Islamic Studies, McGill University

Course Code: ISLA 200
Hours: WF 2:35 PM-3:55 PM
Lecture classroom: Burnside Hall Rm. 1B45

Instructor: Prof. Pasha M. Khan
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Office Hours: M 2:30 PM-3:30 PM, W 4 PM-5 PM by appointment
(please [schedule an appointment online](#))

Teaching Assistants/Medium Group Leaders:

<i>Name</i>	<i>Email</i>	<i>Medium Group Classroom</i>
Shahrouz Khanjari (Shīn)	shahrouz.khanjari@mail.mcgill.ca	Rutherford Physics 115
Fariduddin Attar (Fā)	fariduddin.rifai@mail.mcgill.ca	Arts W-20
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TA office hours and office hour locations to be announced.

Official Course Description: An introduction to, and survey of, the religious, literary, artistic, legal, philosophical and scientific traditions that constituted Islamic civilization from the 7th century until the mid-19th century.

Required Texts:

The following books are available at The Word Bookstore (469 Milton Street between Aylmer and Durocher).

Lapidus, Ira M. *Islamic Societies to the Nineteenth Century: A Global History*. Cambridge: Cambridge University Press, 2012.

Badcott, Nicholas. *Pocket Timeline of Islamic Civilizations*. Northampton, MA: Interlink Books, 2009.

All other readings (listed in the class schedule) will be made available to you via myCourses. If you do NOT have access to the myCourses page for this class, please notify me A.S.A.P.! Note as well that the list of readings is tentative, and texts may be added or subtracted according to the needs of the course as it develops. Please pay attention to announcements in class and to class emails. The fact that this is a lecture course does not mean that the instructors will give you all of the information you need to know. You are expected to do the readings, use your knowledge of them in discussions, and be prepared to be quizzed on them each week

Announcements: While some announcements will be made in class or via email, the most important announcements will be made on myCourses. Announcements on myCourses can be viewed on the home page for the course. You should please [subscribe to the myCourses announcements](#) to make sure that you are receiving all announcements via email. I recommend that you also [sign up for notifications](#) of approaching assignment due dates and changes or additions to course content.

Electronic Devices: Please **do not** use laptops or electronic devices larger than a mobile phone in the classroom, and use mobile phones **only** for class participation. Fixating on your phone, surreptitious texting and so on will result in a lowered participation mark.

To each lecture, you **should bring:**

- a paper notebook for notetaking
- pens and pencils
- a sheet of the QR code stickers bearing your name that I will give you after the add/drop period has passed – please stick these on any in-class written assignments before handing them in
- your charged and [wi-fi-connected](#) Android or Apple mobile phone with the TurningPoint app to use for clicker quizzes in class (see Polling below)
- your alert brain

This policy is not meant to inconvenience students with legitimate reasons to use electronic devices; exceptions will be made if you request and obtain an accommodation from me, preferably via the Office for Students with Disabilities (see Accommodations below). Additionally, **if you do not have an Android phone or an iPhone**, you **must** notify me, and I will allow you to use your laptop or tablet in order to participate in polling exercises, or we will come up with an accommodation. Note that TAs may have different policies on electronic devices in the medium group sessions.

In-Class Handwritten Assignments & QR Code Stickers: After the add/drop period each of you will receive several sheets of QR code stickers with your name on them. You will stick these on any in-class assignments that you write using pen and paper before handing in such assignments. We use QR code sorcery to help us grade these assignments. It is very important

that you do so; otherwise your assignment may not be graded. **If you run out of stickers** or lose your stickers at any point, please email me immediately so that I can print out new ones for you.

In-class handwritten assignments must be legible. They will not be handed back to you unless you ask for them.

Polling @ McGill: Some of our in-class assignments will require the use of web-based polling. During a class with polling questions, you will respond to questions from the instructor from a personal device; normally an Android or Apple phone with the TurningPoint app ([Android app](#) or [iOS app](#)), or a tablet or laptop if you do not have this kind of phone. Students should come to class with their devices charged and [connected to the Internet](#).

To participate in polling sessions, you **must** first register for an account by clicking on **Register Your Account** at www.mcgill.ca/polling and logging in with your McGill username and password. Follow the prompts to agree to the terms of use and create your account. For more information, please visit the **Getting Started for Students** section at www.mcgill.ca/polling. • For any technical problems with polling, please [contact the IT Service Desk](#).

After your account has been created, download the TurningPoint app onto your phone, or if you must use a laptop, go to www.mcgill.ca/polling. In class, sign in to the app or the website with your McGill username (normally your email address) and password. The instructor will tell you the **session ID**, and you'll be ready to begin! For details on the kinds of polling questions and how to respond to them, see the [chart of question types](#).

Since polling records may be used to compute a portion of course grades, **responding as someone other than yourself is considered an academic offense**. During class, possession of more than one response device or using the credentials of another student will be interpreted as intent to commit an academic offense. Please refer to McGill's policy on Academic Integrity and Code of Conduct.

Accommodations: To request **temporary** accommodations, for instance if you need to be absent from or late to class for a legitimate reason like the flu or a family emergency, you may [use the online Authorized Absence Request form](#) (documentation is normally required). You do not have to use the form before the class in question; you may use it afterwards as well. You may also use this form to explain a legitimate use of an electronic device on a particular day (e.g., having to take an emergency call, your iPhone is being repaired and you must use your laptop for polling exercises, etc.). Note that I may need to share your accommodation requests with teaching assistants or others in order to evaluate or implement them, so if you wish for any part of your request to remain confidential, please state that explicitly in the request.

If you have a **disability, whether physical or mental** (anxiety, depression, etc.) please do not hesitate to let me know in person or via email as soon as you can, at any time during the course, and we will plan a course of action. I recommend getting in touch with the [Office of Students with Disabilities](#). Please note that mark-based accommodations can only be made if they are requested via email by you (or via the OSD). Do speak to me in person if you need to, but a follow-up via email will be necessary in order for accommodations to be made. I will also make

note of any reasons for accommodation that you disclose via the [Student Questionnaire](#). I will keep the *reasons* for the accommodation confidential and will ask you before reporting these reasons to the teaching assistants. I may however share information on the *kind* of accommodation requested with the TAs and, with your permission, possibly with others.

Students affected by **sexual violence, harassment, or misconduct** may obtain accommodations via several routes, depending upon their situation. Survivors are not required to make an official report if they do not wish to do so. However, they are encouraged to consult the resources provided by the [Students' Society of McGill University](#), the [Sexual Assault Centre of the McGill Students' Society](#), and the [McGill Office for Sexual Violence Response, Support and Education](#). They may also directly contact the [Dean of Students](#), the [Director of the Institute of Islamic Studies](#), or me. Students who make a disclosure to me should know that I will not report their disclosure unless they explicitly ask me to do so.

In our personal interactions, I value your comfort, and appreciate open communication. During any meeting in my office, all students have the right to leave the door open. If a student feels uneasy meeting in my office, they may specify an alternative location with which they would be more comfortable, or request to schedule a chat on myCourses or a telephone conversation instead. Should any student ever feel that I have made them uncomfortable by my words or actions, even without intention, I ask that they please notify me as soon as possible. I wish to create a learning environment in which students feel comfortable speaking their minds regarding any matter, so that they can be confident and successful in their interactions with me.

Trigger Warnings: At certain points in this course, we may discuss various forms of violence. Learning about these forms of violence may be one of the course's goals. That said, some content might be disturbing to students given their particular life experiences. Therefore I have provided trigger warnings in the class schedule below (beneath each heading). If you suspect that specific material is likely to be disturbing for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please arrange to get notes from another student or see/email me individually to discuss the situation.

Grading Scheme

Note that the professor or your TA will subtract marks for time management on any assignment that you submit late without an accommodation. All group assignments will include a confidential self/peer evaluation component. Not all members of a group will necessarily receive the same grade for an assignment. See the rubrics for each assignment on myCourses for further details.

Participation	10%	Attendance and participation in lectures and medium group sessions make up a significant portion of your grade. Please come to class (on time) having done the readings (on which you will
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be quizzed) and engage in the discussion! A crucial part of active participation is active listening, respect for your peers and teachers and thoughtful reflection. If you have a legitimate, documented reason for absence or lateness you may [request an authorized or explained absence using the online form](#) (a doctor's note is usually required).

Course Outline Quiz and Questionnaire	3%	Your first assignment will be a Course Outline Quiz and Questionnaire (Google form) that you should complete as soon as possible, before January 23 at 11:59 PM . This quiz will familiarize you with the course outline and policies, and ensure that you are properly set up. The questionnaire portions will allow you to specify a preferred pronoun, tell me confidentially about any ongoing accommodations you would like to request, tell me why you are taking the course, and anything else you wish, such as the name and favourite food of each of your pet ferrets.
In-class Assignments	15%	In every class in addition to lectures and discussion you may have 2-4 in-class assignments using Polling @ McGill technology, pen and paper, or myCourses. These assignments will test your comprehension of lectures and readings , help you to retain information, and help you think critically and relationally about what you are learning, preparing you for the final exam. Assignments may include (but are not limited to) multiple-choice quizzes, 1-minute reflection essays, and study question creation. For assignments using pen and paper, you will be required to stick your QR code sticker on them before handing them in. <div style="margin-left: 40px;"> Polling @ McGill assignments: 5% Other assignments: 10% </div>
Group Assignment 1: Scavenger Hunt	5%	Your small group's first assignment, due January 27 at 11:59 PM , will be a scavenger hunt in which group members will coordinate with one another to perform tasks that will familiarize them with the Institute of Islamic Studies, the Islamic Studies Library, the World Islamic and Middle Eastern Studies Students' Association, and the bookstore where you are to buy the required books for the course. At each location you will be given a letter (or 2) of the Urdu alphabet. The letters together will spell the secret name of your group.
Group Assignment 2: Reading the Qur'an	10%	Your small group's second assignment, due February 17 at 11:59 PM , will be to compare one short <i>sūrah</i> of the Qur'an to any other translation of this same <i>sūrah</i> . You should think through the similarities and differences between these two versions and what the implications of these are. If your group is able to work with the

original Arabic, this is encouraged but not required. You can include more than two translations, but you are not to work with more than four. You may submit this assignment as a group-written document of 2 pages, or you may produce a different kind of presentation of the material, using any creative means (audio, video, etc.) that express the analysis that your group is presenting.

Group Timeline of
Islamic Civilization

32% You will work throughout the term on producing a “revised” (or “revisionist”) timeline of Islamic civilization. You will use our class’s assigned timeline book as a baseline to begin with (*Badcott’s Pocket Timeline of Islamic Civilization*). You should be creative with the presentation of your group’s timeline, and not restrict yourself to a straightforward representation of a line in a written document. Feel free to tell a story, use art, video, audio, role-play, performance, electronic means, etc. The point of the assignment is to be creative while being revisionary and showing what you have learned throughout the course. *Failure to achieve a passing grade for this assignment will prevent you from passing the course.* The assignment is divided into 4 parts, graded separately and with separate due dates:

Statement: Work with your group to develop a ½- to 1-page written statement of what you think needs to be revised, “revisioned” and rethought about traditional timelines. Here you can write a critique/defence of timelines in general and of how they relate to Islamic civilization specifically. You can begin to outline where your intervention as a group might be. You are not committed to this specific intervention if you change your mind as the semester continues. **4%, due February 24 at 11:59 PM**

Concept: Outline the conceptual way in which you will present your finished timeline. You could present this as a draft version of the final timeline with an explanation of the concept, or simply work on the concept itself. Here, you should be focused on the best way in practice to present the theoretical ideas you have been grappling with in the process of creating a new and improved, revised or revisionist timeline. **6%, due March 10 at 11:59 PM**

Final Version: The final timeline that you produce should demonstrate what you have learned over the course of the term, not only in terms of “facts” or “dates” important to Islam, Islamic cultures and so on, but also the way in which history and stories are produced and reproduced. You must show in this timeline how you are re-thinking “Islamic Civilization.” You can challenge the overall concept, you can revise it and represent it differently, you can challenge and revise dates, the focus of a traditional timeline.

Issues to think about include geography, gender, sources, texts, etc. Your timeline will need to include some way to make clear the conceptual work you have done and the timeline itself is doing. You also should give some indication of what your group's final opinion on "timelines" is. **10%, due March 28 at 11:59 PM.**

Presentation: At the end of the term, your small group will have the opportunity to present your timeline and your argument to the medium group, your TA, and the professor (I will be present for that medium group session). Your presentation can be relatively informal, but must make a case for your timeline within 10 minutes or less. **12%, March 29, April 5, April 12**

Final Take-home Examination	25%	The final examination will be available on myCourses from April 17 at 8:00 AM until April 21 at 11:59 PM. It will consist of 10 multiple-choice questions, and 7 short essay questions about the broad themes of the course. You must answer 4 of the 7. Each of your short essay questions must be answered in approximately 250-500 words, with citations preferably in MLA style. <i>Failure to achieve a passing grade for this assignment will result in your receiving a grade of "J" for the course.</i>
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Group Work

Working in groups is an expectation and requirement of this course. Some of the work for your mark in this course will be completed in group assignments. Therefore you should take the challenges and opportunities connected to working in groups seriously.

There will be three **medium groups** of around 40 students. Each group will be coordinated by a TA/medium group leader: Shahrouz Khanjari (Medium Group Shīn), Fariduddin Attar (Medium Group Fā), and Heather Porter (Medium Group Hā). On Fridays medium groups will meet with their medium group leader in the assigned classroom (see above).

Within each group of 40 there will be **small groups** of approximately 5 students. These will be finalized after the add/drop period.

Working in groups can be challenging but is also rewarding and develops different skills than working individually does. It not only will present you with different challenges but also will give you different opportunities for learning. How your group works together and how you assign and divide tasks will not be legislated—this is up to each group of five to organize themselves. After the add/drop period, groups will not change and will be permanent, based loosely on alphabetical order and the order of enrolment. You will be working with people whom you may or may not know ahead of time or agree with about everything. This is one of the challenges of group work.

What we expect from you is that you will work in your group to foster an inclusive and mutually respectful atmosphere that allows you to talk, think and share together and also to produce the

work that is assigned. This may mean assigning different tasks to different people in the group. It may mean shifting and rotating these roles. For example, in a meeting you might decide together that one person takes on the role of the facilitator, one the note-taker, one the presenter and so on. It is crucial that in practice all students participate. You should show this in your assignments and presentations, in a way that you all agree upon. All students should be actively involved in the development of projects/assignments and their presentation/s. All voices should be heard, including those that may have a more difficult time doing so.

Because you will be working closely together, you should from the beginning of the semester exchange emails and phone numbers and find a way to be in touch. It is not acceptable to miss or skip group meetings any more than this is true for class, because it puts your groups' projects at risk. All group assignments will include a confidential self/peer evaluation component. Not all members of a group will necessarily receive the same grade for an assignment.

Any specific concerns about group work should be addressed to me before the end of the add/drop period.

Class Schedule:

Subject to change! Please follow the list of readings on the myCourses site and pay attention to announcements on myCourses, email, and in class.

January 9 INTRODUCTION: CIVILIZATION?

Readings:

Appiah, Kwame Anthony. "There Is No Such Thing as Western Civilisation." 1-2

Lewis, Bernard. "The Roots of Muslim Rage." 17-26

January 11 MEDIUM GROUPS: INTRODUCTIONS

January 16 THE WHITE MAN'S BURDEN

Readings:

Lapidus 649-654

Said, Edward. "Introduction" in Orientalism. 1-28

Kipling, Rudyard. "The White Man's Burden"

Mamdani, Mahmood. "Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism." 766-775

Davis, Kathleen. "Time Behind the Veil: The Media, the Middle Ages, and Orientalism Now" in *The Postcolonial Middle Ages*. 105-122

January 18 MEDIUM GROUPS: COLONIALISM, ORIENTALISM, AND MODERNITY

January 23 THE MEANING AND END OF ISLAM
TW: Racialized oppression (Diouf)

Readings:

Lapidus 146-167

Smith, Wilfred Cantwell. "Is the Concept Adequate?" in *The Meaning and End of Religion*. 119-153

Hodgson, Marshall. "Islamdom, Islamicate" in *The Venture of Islam*. 57-60

Diouf, Sylvaine. "Upholding the Pillars of Islam in a Hostile World" in *Servants of Allah: African Muslims Enslaved in the Americas*. 71-98

January 25 MEDIUM GROUPS: ISLAM

January 30 THE PROPHET AND HIS SUCCESSORS

Readings:

Lapidus 26-55

Lapidus 80-91

Ibn Ishaq. *The Life of Muhammad*. 104-121

Ibn Ishaq. *The Life of Muhammad*. 221-233

The Malay Hikayat Mi'raj Nabi Muhammad. 113-119

Ma'mar b. Rashid. "The Story of the Slander" in *The Expeditions*. 92-98

February 1 MEDIUM GROUPS: PROPHET'S LIFE AND THE CALIPHATE

February 6 THE MARTYRS OF KARBALA: SHI'ISM

Readings:

Lapidus 174-179

Lapidus 274-280

Haider, Najam. "Imamate" in *Shi'i Islam: An Introduction*. 2-49

Abisaab, Rula J. "Sufi Regalia and Legal Banners" in *Converting Persia*. 7-22

February 8 MEDIUM GROUPS: SHI'ISM

February 13 SUFISM: COOL ISLAM

Readings:

Lapidus 167-174

Lapidus 302-330

Ghazzali, Abu Hamid. *The Deliverance from Error*. 54-63

Schimmel, Annemarie. *Mystical Dimensions of Islam*. 62-77

Rumi, Jalaluddin. "Moses and the Shepherd" in *The Masnavi*. 101-103

Wang Tai-Yu. "The Great Learning of the Pure and Real" in *Chinese Gleams of Sufi Light*. 89-91

February 15 MEDIUM GROUPS: SUFISM

February 20 PHILOSOPHY AND SCIENCE: FROM THE GREEK HERITAGE TO THE CHALLENGE OF MODERNITY

Guest lecture: Fariduddin Attar

Readings:

Al-Farabi, Abu Nasr Muhammad. *The Philosophy of Plato and Aristotle*. 59-82

Ibn Khaldun, Abu Zayd 'Abdurrahman. *The Prolegomena*. 333-354

Ibn Khaldun, Abu Zayd 'Abdurrahman. *The Prolegomena*. 382-390

Abduh, Muhammad. *The Theology of Unity*. 27-44

Afghani, Jamaluddin. *The Islamic Response to Imperialism*. 109-122

February 22 MEDIUM GROUPS: PHILOSOPHY AND SCIENCE

- February 27 **THE ARTS: LIES, SHAITAAN, AND SHIRK?**
TW: Gendered violence (Ghalib Lakhnavi)
- Readings:
 Lewisohn, Leonard. "The Sacred Music of Islam." 1-29
 Grabar, Oleg. "Seeing and Believing." 33-37
 Ghalib Lakhnavi. The Adventures of Amir Hamza. 37-60
 Cantarino, Vicente. "Poetry: Lie or Truth" in Arabic Poetics in the Golden Age. 27-40
 Ibn Quzman, Abu Bakr. Zajal 21 in The Mischievous Muse. 141-147
 Ibn Quzman, Abu Bakr. Zajal 49 in The Mischievous Muse. 304-307
- March 1 ****NO CLASS****
- March 6 ****READING WEEK****
- March 8 ****READING WEEK****
- March 13 **VEILED PASTS: GENDER AND QUEERNESS**
Guest lecture: Heather Porter
TW: Discussion of heterosexism and references to rape (El-Rouayheb)
- Readings:
 Lapidus 19-22
 Lapidus 181-190
 Lapidus 264-271
 El-Rouayheb, Khaled. Before Homosexuality in the Arab-Islamic World, 1500-1800. 25-33
 Kugle, Scott. When Sun Meets Moon: Gender, Eros, and Ecstasy in Urdu Poetry. 71-99
- March 15 **MEDIUM GROUPS: GENDER AND QUEERNESS**
- March 20 **THE AGE OF EMPIRES**
Guest lectures: Shahrouz Khanjari, Veysel Simsek
- Readings:

Lapidus 425-468

Lapidus 490-543

Ahmad, Aziz. "The British Museum Mirzanamah and the Seventeenth Century Mirza in India." 99-110

March 22 MEDIUM GROUPS: EMPIRES AND PERIPHERIES

March 27 CONVERSIONS: SYNCRETISM AND JIHAD
TW: Violence

Readings:

Lapidus 561-578

Lapidus 581-619

Stewart, Tony and Carl Ernst. "Syncretism." 1-3

Dangana, Muhammad. "The Intellectual Contribution of Nana Asma'u to Women's Education." 285-289

"Sari Saltik Becomes a Friend of God" in Tales of God's Friends. 136-143

March 29 MEDIUM GROUPS: THE SPREAD OF ISLAM/TIMELINE PRESENTATIONS (GROUP FĀ)

April 3 REFORM AND THE CRISIS OF SUFISM

Readings:

Buehler, Arthur. "Ahmad Sirhindi." 141-156

Riddel, Peter. Islam and the Malay-Indonesian World. 116-125

Ahmad, Aziz. "Sayyid Ahmad Khan and the Aligarh Movement" in Islamic Modernism in India and Pakistan, 1857-1964. 31-54

Commins, David. "Contestation and Authority in Wahhabi Polemics" in Religion and Politics in Saudi Arabia. 39-50

April 5 MEDIUM GROUPS: CRISIS AND REFORM/TIMELINE PRESENTATIONS (GROUP HĀ)

April 10

RACE: FROM ANDALUS AND AFRICA TO THE AMERICAS
TW: Racialization (GhaneaBassiri)

Readings:

Lapidus 382-406

GhaneaBassiri, Kambiz. "Islam in the 'New World'" in A History of Islam in America. 9-58

April 12

MEDIUM GROUPS: TRANSATLANTIC MUSLIMS/TIMELINE PRESENTATIONS
(GROUP SHĪN)

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. / Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.