

**ISLA 210**  
**MUSLIM WORLD**  
**Winter 2020**  
**McGill University**

Instructor: Dr. Aslıhan Gürbüz

Teaching Assistants

Class Time: M W 2.35-3.55 pm

Class Location: Arts W 120

Office Hours: By appointment

Office: Morrice Hall 310

E-mail: [aslihan.gurbuzel@mcgill.ca](mailto:aslihan.gurbuzel@mcgill.ca)

Sabeena Shaikh

[sabeena.shaikh@mail.mcgill.ca](mailto:sabeena.shaikh@mail.mcgill.ca)

Fariduddin Attar

[fariduddin.rifai@mail.mcgill.ca](mailto:fariduddin.rifai@mail.mcgill.ca)

Shahrouz Khanjari

[shahrouz.khanjari@mail.mcgill.ca](mailto:shahrouz.khanjari@mail.mcgill.ca)

**Course Description:**

This course introduces the students to the main themes and historical problems in the emergence of the modern Islamic world. The course explores the transition from Empire to multiple national states, and the roles of ideologies and of international diplomacy in each transition. The aim of the course is to provide the students with a long-term historical perspective that will help them to better place the modern Islamic world in perspective.

The course will explore the following themes and developments: Western imperialism, colonialism and anti-colonial movements, ideas of constitutional and parliamentary rule, the emergence of nationalisms and nation states, and the emergence of women's rights movements. In exploring these themes, the students will be encouraged to look beyond individual countries and movements and explore the connectivity of ideas and movements on a global scale.

An important goal of the course is to introduce students to indigenous perspectives on the main themes of the course. For this purpose, in addition to short excerpts and weekly articles, the students will closely engage with three sources [listed below] under the guidance of the teaching staff.

**Required Textbook and Reading Materials**

1- James L. Gelvin, *The Modern Middle East : A History*. 3rd ed. New York: Oxford University Press, 2011 [Available for sale at Indigo Bookstore, and for library use at the Course Reserves section of the Islamic Studies Library]

2- Tayeb Salih, *Season of Migration to the North*. [Rev. Ed.] ed. New York Review Books Classics. New York: New York Review of Books, 2009 [Available on mycourses as a pdf, and for library use at the Course Reserves section of the Islamic Studies Library].

3- Rifā'ah Rāfi' Ṭaḥṭāwī, *An Imam in Paris: Account of a Stay in France by an Egyptian Cleric (1826-1831)*. Saqi Essentials. London: Saqi, 2011 [Available as an Ebook through library.mcgill.ca]

4- Salīm Tamārī, *Year of the Locust: A Soldier's Diary and the Erasure of Palestine's Ottoman Past*. Berkeley: University of California Press, 2011 [Available as an Ebook through library.mcgill.ca]

### **Attendance and Participation (15%)**

Class discussions are a key part of your learning process. Therefore,

a- You must be in class (Attendance): Kindly notify the instructor in advance if you have to exceed one (1) unexcused absence per semester Do not be late for class, as it is disrespectful and disruptive to me and to your classmates and will lower your grade. If you miss two classes without documentation your participation grade will automatically drop to 90% (A-); 3 missed classes: 85% (B); 4 missed classes: 75% (C); 5 missed classes: 65% (D); 6 or more missed classes: 50% (F)

b- The syllabus identifies a discussion piece per week, to be discussed during the Wednesday sessions. These sessions are your sessions, where you get to ask questions to your peers and teaching assistants, and to explore the lecture topics in much greater detail. The selections are connected to the lectures; however they further pursue the general inquiry in more specific directions. You are expected to complete all readings prior to coming to class, and you must be prepared to both answer and pose questions about them. The grade will be calculated as follows. If you participate regularly and thoughtfully: 90-100% (A-/A/A+); if you participate occasionally but thoughtfully: 80-89% (B-/B/B+); if you rarely participate: 70-79% (C-/C/C+); if you never participate: 50-69% (F/D-/D/D+).

### **Written Assignments (30%)**

You are required to write three reflection papers on *Season of Migration to the North* (Complete Book); *An Imam in Paris* (Only Sections Assigned in Class), *Year of the Locust* (Complete Book). Each paper is worth 10% of your grade. The paper will be a short essay, 1200-1500 words long. You are free to choose the theme and main argument of the paper. For the deadlines of each essay, see syllabus below.

**In-Class Midterm Exam (25%):** March 11

## **In Class Final Exam (30%): TBD**

**Hurdle Requirement:** You must complete ALL the assignments in order to pass the course. I will only give make-up exams and extensions on papers in cases of serious and documented emergencies.

## **GRADING SCALE**

[https://www.mcgill.ca/study/2015-2016/university\\_regulations\\_and\\_resources/undergraduate/gi\\_grading\\_and\\_grade\\_point\\_averages](https://www.mcgill.ca/study/2015-2016/university_regulations_and_resources/undergraduate/gi_grading_and_grade_point_averages)

## **COURSE POLICIES**

### **Use of Electronic Devices:**

I discourage the use of electronics during class. You may, of course, bring a laptop to class for the exclusive purpose of taking notes. I reserve the right to ban laptop use if I see that you are checking your email, Facebook, etc., and to ask the student to leave the classroom if they check phones during class.

### **Policy on Make-Ups and Late Submission:**

Late submissions will be penalized by taking one letter grade down per each extra day, unless there is a documented emergency.

### **Revisions of the Syllabus:**

I reserve the right to revise this syllabus at any time during the semester. Materials may be added or subtracted after the start of the term.

### **Students with Disabilities:**

If you have any disabilities that require accommodation, please discuss your situation early on with the instructor. Any such discussion will be strictly confidential, so please do not hesitate to contact me.

The Office for Students with Disabilities provides professional help and counseling if you need guidance in assessing and requesting accommodations. For more information, see <https://www.mcgill.ca/osd/>.

### **Email Policy**

You may email the course instructor at [aslihan.gurbuzel@mcgill.ca](mailto:aslihan.gurbuzel@mcgill.ca). In all of your correspondence with the Teaching Assistants, please do not forget to cc the professor. Given the high volume of emails I receive daily, please write to me only if there is an urgent matter that cannot wait until the next class or office hours. For example, if you are absent, please refrain from emailing me to ask what we did in class (check the syllabus, Moodle, or ask your classmates instead).

### **Laptop policy**

You may bring laptops to class, but for the exclusive purpose of taking notes. I reserve the right to ban laptop use if I see that you are checking your email, Facebook, etc

## **CLASS SCHEDULE AND READINGS**

**January 6:** INTRODUCTION

**January 8: Documentary Screening:** Middle East Before 1800

**WEEK 2: January 13-15:** Overview of Islamic History to 1800: Social and Political Dynamics

*Gelvin*, pp 7-32.

**January 15:** Class Discussion: Karen Barkey, *Empire of Difference*, “Maintaining Empire: An Expression of Tolerance,” pp 109-153. [pdf on mycourses]

**WEEK 3: January 20-22:** Perceptions of the West and the Modern World System, 1808-1839.

*Gelvin*, pp 32-58.

**January 22:** Discussion:

Edward Said, *Orientalism* (New York: Vintage, 1979), pp. 1-28.

Ussama Makdisi, "Ottoman Orientalism." *The American historical review* 107.3 (2002): 768-796. <https://academic.oup.com/ahr/article-abstract/107/3/768/18839>

**WEEK 4: January 27-29:** Modernizing Reforms in Egypt

*Gelvin*, pp 72-79.

**February 1:** Discussion:

Barak, On. *On Time: Technology and Temporality in Modern Egypt*. Berkeley: University of California Press, 2013 [Available as an Ebook]. Read “Introduction,” “Chapter 1.”

**WEEK 5: February 3:** The Tanzimat Period: 1839-1876

*Gelvin*, pp 79-89.

**February 5:** Discussion:

*An Imām in Paris*, pp 272-279 (Begin Here); pp 192-241 (Description of Paris)

**WEEK 6: February 10-12:** Islamic Constitutionalism

*Gelvin*, pp 140-150.

**February 12:** Discussion

Namik Kemal, “Progress”, in Amin, Camron Michael, Benjamin C Fortna, and Elizabeth Brown Frierson. *The Modern Middle East: A Sourcebook for History*. Oxford: Oxford University Press, 2006.

*An Imām in Paris*, pp 249-266

Ali Suavi, “Democracy: Government By the People, Equality” in Charles Kurzman, *Modernist Islam, 1840-1940 : A Sourcebook* (E-book).

[*Reflection Piece on Tahtawī Due at the Beginning of the Discussion Session*]

**WEEK 7: February 17-19:** The Age of Pan Islamism

**February 19:** Discussion

Hassan, Mona. *Longing for the Lost Caliphate: A Transregional History*. Princeton: Princeton University Press, 2018, Chapter 4: Manifold Meanings of Loss: Ottoman Defeat, Early 1920s.

[Conceptualizing modernity in late Ottoman times: Japan as a model nation, 1902–1913](#)

pp 432-440. in Amin, Camron Michael, Benjamin C Fortna, and Elizabeth Brown Frierson. *The Modern Middle East: A Sourcebook for History*. Oxford: Oxford University Press, 2006.

**WEEK 8: February 24-26:** French and British Colonialism in the Islamic World  
*Gelvin*, pp 90-105.

**February 26:** Discussion

Readings: Tayeb Salih, *Season of Migration to the North*

[Reflection Piece on Season of Migration to the North: Due at the Beginning of the Discussion Session]

**March 2-6: STUDY BREAK**

**WEEK 9:**

**March 9:** No Lecture. Start Reading: *The Year of the Locust*, pp 89-160.

**March 11: IN-CLASS MIDTERM**

**WEEK 10: March 16-18:** The Young Turk Revolution and the First Constitutional Era  
*Gelvin*, pp 158-166.

**March 16:** Discussion:

Michelle U. Campos. *Ottoman Brothers: Muslims, Christians, and Jews in Early Twentieth-Century Palestine*. Stanford, Calif.: Stanford University Press, 2011

[Available as Ebook]. “Introduction,” and “Chapter I.”

**WEEK 11: March 23- 25:** World War I in the Middle East

*Gelvin*, pp 189-204.

**March 25**

Discussion: *The Year of the Locust*, pp 89-160. [Reflection Piece on The Year of the Locust: Due at the Beginning of the Discussion Session]

**WEEK 12: March 30- April 1:** The Age of the Nation States

*Gelvin*, pp 205-229.

**April 1:** Discussion:

Clayer, Nathalie, Fabio Giomi, and Emmanuel Szurek, eds. *Kemalism : Transnational Politics in the Post-Ottoman World*. Library of Modern Turkey, 42. London: I.B. Tauris, 2019 [Selections, on Mycourses].

**WEEK 13: April 6-8:** Gender in the Making of the Modern Muslim World

**April 8:** Discussion:

The Turkish 'Modern Woman': Two press articles, 1924 and 1926 in Amin, Camron Michael, Benjamin C Fortna, and Elizabeth Brown Frierson. *The Modern Middle East : A Sourcebook for History*. Oxford: Oxford University Press, 2006 [Ebook].

Sabiha Sertel. *The Struggle for Modern Turkey: Justice, Activism and a Revolutionary Female Journalist* [Selections, on the Course Website].

**Important Note on Academic Integrity:** “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/](http://www.mcgill.ca/students/srr/honest/) for more information).

« *L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).* »

**Language of Submission:** 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).* »