

Modern Muslim Histories (HI-625)

Hartford International University  
For Religion and Peace

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### **Modern Muslim Histories**

Timur Yuskaev, PhD

Office: Budd Building, Room 5

E-mail: [tyuskaev@hartfordinternational.edu](mailto:tyuskaev@hartfordinternational.edu)

Phone: 860-509-9554 (email preferred)

Class sessions: Online Asynchronous

Office hours: TBD (email me to set up a time to speak at any time)

#### Course Description

This course offers an in-depth introduction to modern Muslim histories from the 16th to the 21st centuries. Utilizing a variety of sources, from primary to secondary and fiction, it engages big questions – modernity, “Muslim World,” colonialism, nationalism, globalization, diversity, memory, and religion – through case studies centered in and across sub-Saharan Africa, Middle East/Europe, south and southeast Asia, and North America.

Course fulfills the curricular requirements of MAIRS - Islamic Studies (Foundational Fields) and MAC (Islamic Chaplaincy elective)

#### Learning Outcomes:

- To demonstrate foundational and critical knowledge of one’s own religion
- To demonstrate the knowledge, capacities, and willingness to respectfully engage other religions and world views
- To demonstrate knowledge and skills for dialogical and constructive engagement with diversity
- To demonstrate the ability to relate theory and practice in the social contexts in which a religion’s communities exist
- To demonstrate foundational and critical knowledge of the Islamic tradition as relevant to Muslim chaplains
- To develop an appreciation of living in a pluralistic world and dialogical skills needed to work in multi-faith and diverse settings
- To acquire a comprehensive knowledge in Islamic Studies, Christian-Muslim Relations, and Interreligious Engagement/Interfaith Dialogue
- To develop the competence to produce original research and written works to advance the scholarship on Islamic Studies and Christian-Muslim Relations for the benefit of religious communities, academy, and society

**Plagiarism policy – plagiarism is not tolerated**, see: <https://www.hartsem.edu/current-students/policies/>

### Evaluation

1. Class participation (20%)
2. Weekly reflections/"talking points" (35%)
3. Mid-term essay (20%) – **TBD**
4. Final essay (25%) – **TBD**

### Logistics

#### 1) Weekly Reflections and Discussion Forum:

You will need to participate in the class discussion forum **each week**. In an online course, the discussion forum functions in the same way that classroom discussions do in a face-to-face setting. These are your opportunities to engage with other students and the instructor. This is your chance to share and test your ideas.

**Your participation in the discussion forum is mandatory.** It should take place in three ways:

- Your reflections on the assigned material
- One question about the readings
- Your short answers to fellow classmates and respectful comments on their ideas.

Your weekly reflections should respond to the guidelines I will post at each week. These assignments are designed to help you analyze the material and generate class discussion.

The reflections should be **around 300 words** in length. (Please don't make them too long, but also please do not worry about reaching 300 words. If what you post is brilliant, let it be brief – of course, pay attention to the "if" clause.)

Each reflection should end with a question that relates to the assigned text. Your question may or may not relate to the subject of your reflection. It is just an opportunity for you to engage in a conversation with your colleagues about something that stirred your interest. Please keep up this routine of asking questions throughout the semester. We will use them to jump start our discussions.

In most cases, you will be expected to complete the readings and post your reflections by **Wednesday**. By **Thursday**, you will have to read other students' reflections, find a question that they ask that intrigues you most, and answer it in the discussion forum. If someone answers your question, try to respond to their answer. If nobody answers your question, try to engage in a discussion that addresses another student's inquiry. You must post all of your consequent responses (ongoing discussion, as in when you would like to respond to more than one reflection, or respond to somebody's comments on your reflection) by 11:59 pm on **Friday** each week.

Your reflections will be graded as either acceptable (plus) or unacceptable (minus). All you have to do to receive a plus is to briefly but substantively engage with the week's readings. This means that you will have to

- Formulate a question and/or hunch (there are times when a good question is enough, but one needs to explain it)
- Provide brief reference to something in the texts that supports your question and hunch.
- Make sure that your reflection is around 300 words in length (brilliant brevity is encouraged)
- **Make sure to submit your reflection on time.**

**The grading scale for the reflections is:**

- A = 12 acceptable entries
- B = 11 acceptable entries
- C = 10 acceptable entries
- F = fewer than 10 acceptable entries

Once you post your reflections on the discussion forum, I will comment on it on Canvas. In some cases, I will e-mail my response to you directly. This will be in cases where your reflection is going off track, or if I have some further suggestions for your personal progress in the course.

Note that your reflections and participation in discussions amount to 35% of the overall grade. So, please, make sure to post your reflections on time (even if they are imperfect). Just move along with the course.

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2) Midterm and Final Essays:

You will have to submit two essays during the semester. The midterm essay should be 5-7 pages in length. The final essay should be 10-12 pages. I will assign the topic for the midterm paper. However, you will be responsible for selecting the subject of your final essay. Please feel free to contact me with your ideas for both papers at any stage of preparation.

Grading standards for the essays will be:

- A = Excellent. Excellent presentation and analysis that demonstrates original interpretation.
- B = Good. Solid command of facts and good attempt at analysis.
- C+ = Adequate in the sense of doing minimal compliance with the assignment.
- C = Poor; did not complete the assignment adequately but shows some effort.
- F = Failing; did not complete the assignment.

## Texts\*

Orhan Pamuk. *My Name is Red* (Vintage International, 2002)

Roy Mottahedeh. *The Mantle of the Prophet* (One World, 2000, 2nd ed.)

Ilan Pappé. *A History of Modern Palestine* (Cambridge University Press, 2006, 2nd ed.)

Muhammad Qasim Zaman. *The Ulama in Contemporary Islam* (Princeton University Press, 2002)

Saba Mahmood. *Politics of Piety: The Islamic Revival and the Feminist Subject* (Princeton University Press, 2005)

Rudolph T. Ware III, *The Walking Qur'an: Islamic Education, Embodied Knowledge, and History in West Africa* (University of North Carolina Press, 2014)

\*All the assigned readings are available via Digital Theological Library or posted in CANVAS

## Schedule

### 1. **Week of January 18:** Introduction, part 1

- Charles Tilly, "The Europe of Columbus and Bayazid," *Middle East Report* 22, no. 178 (September/October), pp. 2-5 (posted online)
- Francis Robinson, "Technology and Religious Change: Islam and the Impact of Print," *Modern Asian Studies* 27, no. 1 (1993), pp. 229-51. (posted online)

**Suggested/not required:** Marilyn Waldman, "Prehistory and History of the Islamic Community," *Encyclopaedia Britannica* article (posted online)

### 2. **Week of January 24** – Introduction 2: Trade and the Ottoman Empire

- Kenneth Pomeranz and Steven Topik, Chapter 1, "The Making of Market Conventions" from *The World that Trade Created: Society, Culture, and the World Economy, 1400 – the Present* (M.E. Sharpe, 1999), pp. 3-48 [posted online]
- Marshal Hodgson, Prologue and Ch. 3, "The Ottoman Empire" from *The Venture of Islam*, vol. 3, pp. 3-15 and 99-132. [posted online]
- Daniel Goffman, Introduction and Ch 5, "The Ottoman-Venetian association" from *The Ottoman Empire and Early Modern Europe* (Cambridge University Press, 2004), pp. 1-22 and 137-164 [posted online]

3. **Week of January 31** – Ottomans

- Orhan Pamuk, *My Name is Red*, pp 1-177

4. **Week of February 7** - Ottomans

- *My Name is Red*, pp. 178-413

5. **Week of February 14** – Iran

Note: Monday, February 7 is the last day to drop a class without academic and financial penalty

- Roy Mottahedeh, *The Mantle of the Prophet: Religion and Politics in Iran*, chapters 1 – 3 (pp. 1-109)

6. **Week of February 21** – The Case of Iran

- *The Mantle*, Chapters 4-6 (pp. 110- 247)

7. **Week of February 28** – The Case of Iran

- *The Mantle*, Chapters 7-9 and Epilogue (pp. 248-390)

8. **Week of March 7** – Overview and preparation for the midterm

Assignment:

- 1) re-read your notes for all the readings in the course so far, as well as your and your colleagues' reflections and your notes from our class discussions.
- 2) While you're reviewing the notes and reflections, browse through every text we have read so far and see what you can highlight in those texts as particularly fruitful – any details that signal some important themes. Warning: Do not just state themes. Rather note details (with references to page numbers) and, for yourself, make a note of how those details in different texts we've read highlight one or more themes. Also, pay attention to the context within which those details took place.
- 3) Read:
  - Taleqani, "Last sermon" (posted in CANVAS)
  - Bazargan, "Religion and Liberty"(posted in CAVNAS)
- 4) Write a reflection that focuses on ONE detail in ONE of these two texts.

Provide a quote where the detail occurs. Ask an analytical question that would allow you to unpack it. Answer the question in three paragraphs with the help of Mottahedeh and at

least one more text we have read in the course. In the second or third paragraphs, make sure to briefly engage the other of the two primary sources (for example, if your overall focus is on Bazergan's piece, make sure to somehow bring up Taleqani's piece in one of your three paragraphs.) As always, conclude with a question. But make sure that the question is of the sort that can be answered with the help of the texts we have read so far in the course.

## 9. Week of March 14 – Deadline for Midterm Papers

Note: No readings are assigned this week – kind of... (see below) Instead, write your midterms.

The **midterms** are due by the end of the day Wednesday, **March 16**.

By the end of the day on Thursday **March 17**, please submit a **short overview** of your midterm in this week's Discussion thread. State: 1) your central example; 2) your midterm's central question, as directed to that central example it; 3) how you answer it, and what material you use as you do so

By the end of the day on Friday, **March 18**, please respond (in the spirit of being supportive and helpful) to one of your colleague's midterm presentations.

I will post the midterm assignment a week before it is due. Please know that one option would be to transform your reflection from the previous week into a 5-7 page paper. (PhD students will be required to write a 10-12 page paper, which must incorporate at least three texts we have read in the course.)

Now, please also note that, next week, you will be required to read Ilan Pappé's entire book. It's a good idea to start reading it over the weekend... (we'll see how it goes, I might post some excerpts from the book instead, or provide a guide to what to read closely)

## 10. Week of March 21 – The Case of Palestine/Israel

- Ilan Pappé, *A History of Modern Palestine*

## 11. Week of March 28 – Intellectual and Institutional Transitions: The case of the *ʿulama*

- Malika Zeghal, "Religion and Politics in Egypt: The Ulema of al-Azhar, Radical Islam, and the State (1952-94)." (posted in CANVAS)
- Muhammad Qasim Zaman, *The Ulama in Contemporary Islam*.

**12. Week of April 4 – Contemporary Muslim Revival: Gender Politics**

- Juliane Hammer, “Activism as Embodied Tafsir: Negotiating Women’s Authority, Leadership and Space in North America,” in *Women, Leadership, and Mosques: Changes in Contemporary Islamic Authority*, eds. Hilary Kalmbach and Masooda Bano, Leiden: Brill, 2011): 457-480 (posted in CANVAS)
- Mahmood, *Politics of Piety*

**Week of April 11 – no classes**

**13. Week of April 18 – The Qur’an: A Case Study**

- Rudolph T. Ware III, *The Walking Qur’an*, pp. 1-162

**14. Week of April 25 – The Qur’an: A Case Study**

- *Walking Qur’an*, pp. 163-258

**Final papers are due on May 11**

**Please submit via email to  
[tyuskaev@hartfordinternational.edu](mailto:tyuskaev@hartfordinternational.edu)**