

**The University of Western Ontario  
Department of History Autumn  
2012**

**HISTORY 2607F - THE HISTORY AND CIVILIZATION OF MEDIEVAL ISLAM (700-1500)**

**Dr. Shahram Kholdi**

**Class hours:**

**Tuesday 10:30-11:30 AM**

**Thursdays 9:30-11:30 AM**

**Location: UCC-66**

**Office Location: 2226 Lawson Hall**

**Office Hours: Tuesday 1-3**

**Phone: 519-661-2111 ext. 84991**

**Email: skholdi@uwo.ca**

**Antirequisite(s): History 2606E and the former History 2161**

**Prerequisite(s): none**

**Corequisite(s): none**

**Course Description**

The Muslim world is at the centre of international and national attention as worldwide awareness of its weight and importance grows. This course is designed to respond to the mounting academic and public interest in the history of Islamic societies, and on the university level to address misconceptions and ignorance about Islamic history in a scholarly manner. This survey course is intended to be the foundational course for the proposed Islamic History and Culture module currently under consideration.

The course will introduce students to the main events and themes of Islamic history and civilization and their place in world history. The course will begin with the seventh century Arab sweep across the Middle East and the creation of a new religion, Islam. The newly established Islamic states, which supplanted the Roman, Persian and Byzantine empires in parts of Europe, Africa and Asia, created a new civilization, no less sophisticated and brilliant than its predecessors. In the course of studying the political transformation, imperial expansion and decline of the Caliphate and Regional Dynasties, the survey will closely examine their sectarian loyalties, legal, economic and social systems and structures. Thus, the survey will cover the important achievements of the Islamic world, counting topics such as: Muhammad and the Qur'an, the conquest movement, the Islamic legal system, the economy, social structure and political institutions, literature, philosophy, theology, art and architecture, medicine and science, interaction with Europe, the Crusades, trade, and the translation of Arabic scientific works into Latin. The course is based on the instructor's lectures and on readings from secondary and primary sources.

**COURSEMATERIALS: A Selection of Readings from the Following as Provided in the Detailed Syllabus**

-Vernon O. Egger, *A History of the Muslim World to 1405. The Making of a Civilization*. (Pearson Prentice Hall, New Jersey, 2004)

**-Oxford Islamic Studies online**

**Click on the following links for online access on campus (for off-campus you have to log in through the library catalogue)**

<https://www.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://www.oxfordislamicstudies.com/>

Chase F. Robinson ed., *The New Cambridge History of Islam, vol. I: The formation of the Islamic world, sixth to eleventh centuries* (Cambridge : Cambridge University Press, 2011).

 **Click on the following links for online access on campus (for off-campus you have to log in through the library catalogue)**

[Formation of the Islamic world, sixth to eleventh centuries – Cambridge Histories Online](#)

Maribel Fierro ed. , *The New Cambridge History of Islam, vol. II: The Western Islamic World, eleventh to eighteenth centuries* (Cambridge: Cambridge University Press, 2011).

**Click on the following links for online access on campus (for off-campus you have to log in through the library catalogue)**

 [Western Islamic world, eleventh to eighteenth centuries – Cambridge Histories Online](#)

David O. Morgan and Anthony Reid ed. *The New Cambridge History of Islamic, vol. II: The Eastern Islamic World, eleventh to eighteenth centuries* (Cambridge: Cambridge University Press, 2011).

**Click on the following links for online access on campus (for off-campus you have to log in through the library catalogue)**

[Eastern Islamic world, eleventh to eighteenth centuries -- Cambridge Histories Online](#)

Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 564-639.

**Click on the following links for online access on campus (for off-campus you have to log in through the library catalogue)**

[Islamic cultures and societies to the end of the eighteenth century -- Cambridge Histories Online](#)

For guides on researching and writing history papers purchase and/or consult:

Mary Lynn Rampolla, *A Pocket Guide to Writing In History*, Sixth Edition. (Bedford/St.Martin's, 2010).

**OR**

William Kelleher Storey and Towser Jones, *Writing History. A Guide for Canadian Students*, Third Edition. (Oxford University Press, Canada, 2011).

**Important Note:** *Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

## **EVALUATION & ASSESSMENT**

### **Components' Due Dates and Weight**

25%= Participation and Attendance: Presentation component 15% + Participation/Attendance 10% Component

20% Mid-Term Exam (2 hours) **Thursday 18 October**

25% Research Essay **Due Thursday 22 November at the beginning of the class**

30% Cumulative Final Exam (**Any Date between 8-19 December as Determined by the Registrar** - 3 hours)

Presentations will be based on a review of the weekly topics and will be given during the assigned session. A short 5 page critical summary of the assigned presentation must accompany the presentation and it counts as eight per cent of the final presentation grade.

Presentations will be on the assigned readings from the second week of classes. Each presenter will **strictly** have no more than twelve minutes (ten minutes presentation and two minute wrap-up). If there are two presenters for a session, they present successively and then form a panel to answer the questions from the class. Higher participation marks will be awarded to students who ask informed questions and are best prepared for the tutorial. The instructor will specifically encourage students who have not had a chance to pose their questions to the presenters first. Presenters are expected to provide a structured and engaging presentation that focuses on a specific theme, topic, controversy, and/or major question. A well-structured presentation is based on a well-defined, not-too-narrow and not-too-broad, a focus. Such a well-structured and well-focused presentation naturally will have a proper introduction, body, and conclusion. Superior presentations are audible (not-too-quiet and not-too-loud), clear (not-too-fast, not too-slow), and display dispassionate scholarship and critical detachment both in tone and in content. The presentations may or may not be accompanied by PowerPoint slides. It is the responsibility of the presenters to know how to work with the A/V and the

class PC and it is also their responsibility to know how to retrieve backed-up (through email or CLOUD)/USB copies of their presentation and operationalize them.

The research essay will be 2,500 words. The essays must be based on a clear question and a thesis. They must be well-argued, well-structured, and well-written. They must provide sound analysis and follow proper scholarly conventions. The only acceptable citation style is the **Chicago Manual of Style** (available at the library at Weldon Library *CALL #Z253.C572, Location, DBW ref quick NO LOAN LIB HAS:16<sup>TH</sup>, 2010*). or **Turabian Citation Guide** (available at Weldon Library, *Location, DBW ref LB2369.T8 2007*) for footnotes or endnotes, and bibliography. A succinct summary of these styles is available on the library's writing and citing webpage available at <http://www.lib.uwo.ca/services/styleguides.html>. Essays must follow a consistent transliteration when using non-English names. They also must draw from at least ten sources and the citations must be reasonably well-distributed, i.e. if the essay cites one, two, or three sources mostly and only pay "citation lip-service" to others, the essay will not be a superior essay.

**IMPORTANT NOTE: No ESSAY can be partly or wholly based on Wikipedia, Answers.com, Youtube, and/or any popular non-academic sources. For presentations, Youtube clips may be used with the prior approval of the course instructor, which should be acquired forty-eight hours before the presentation. Failure to acquire the instructor's approval in this instance will incur a two per cent penalty on the presentation's final mark.**

#### **COURSE POLICY ON THE SUBMISSION OF ASSIGNMENTS: METHODS AND PENALTIES**

Submissions must be made electronically and in hardcopy. Hardcopy submissions of the assignments must be made at the beginning of the class on the assigned due date in order to avoid disruption in the lecture. Any submission that occur after the 5 minutes of the due date's session will be treated as late submission, even if the assignment has already been submitted electronically. The Electronic copy of the assignment must be submitted before the beginning of the class through **turnitin** link of the WebCT page the course.

#### **LATE POLICY/EXTENSIONS**

In general, there are no extensions granted for the exams or term papers. The only exceptions to the "no extension" rule will be either a medical emergency or personal crisis (see medical accommodation below) Exams, classes or presentations that are missed without proper documentation (see below) will be marked a "0." Essays submitted after the due date will be subject to a penalty of five percent the first day and one percent for every day thereafter (including weekends). The aforementioned policies will be strictly enforced.

## **University Rules and Regulations concerning the Appropriate Conduct and Submission of Written Assignments**

### **1. PLAGIARISM**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to

another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

For further information please consult:

1. University's Ombudsperson's Cheating, Plagiarism and Unauthorized Collaboration page: What Students Need to Know: <http://www.uwo.ca/ombuds/pdf/academicintegrity.pdf>
2. Library's Understanding Plagiarism page: <http://www.lib.uwo.ca/researchmodules/socialsciences/writingyourownpaper/understandingplagiarism.html>
3. Faculty of Social Sciences Policy on Plagiarism <http://history.uwo.ca/UnGrad/Docs/Plagiarism2011-12.pdf>

## **2. Extenuating Circumstances, Medical Problems, and other issues causing absence of classes, missing assignment deadlines, presentations, and the mid-term exam**

The Faculty of Social Sciences Academic Counselling Website provides ample information on the issues and circumstances that may prevent you from fulfilling your academic duties as assigned by the present syllabus. For full information please consult the page "Having a Problems?" at <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp>.

Important sections of the page for your information are as follows:

### **- LATE ASSIGNMENTS**

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

### **- SHORT ABSENCES**

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

## - EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

## - DOCUMENTATION

- **Personal Illness:** If you consult Student Health contents regarding your illness or personal problem, you should request a Student Medical Certificate from the physician. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
- **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.
- The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

### Note:

If you have any further questions or concerns about extenuating circumstance, please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)

## **LECTURES, ATTENDANCE AND PROFESSIONAL BEHAVIOUR**

Attendance will be taken and will count toward the attendance and participation mark. Students are expected to attend lectures regularly and to participate actively in discussions as appropriate. Each session will be built around the topic as described in the detailed session outline. Students should read the assigned readings in advance of the scheduled lectures and be prepared to ask questions or otherwise discuss the material. If students cannot attend a lecture, then they are still responsible for any materials or topics covered in class as scheduled.

**Professional Behaviour:** While in class, students are expected to behave professionally (attentive, engaged, respectful, etc.). Nearly everyone will do so without having to be told, but uncivilized behaviour on the part of even just one or two students can be extremely distracting to everyone else in the class. Under no circumstances, for example, should people be engaging in any of the following activities while in class:

- Engaging in private conversations and/or Passing notes to or receiving notes from other students.
- Playing electronic games, listening to music, Text messaging, checking phone messages, using smart communication devices in any way.
- Accessing the Internet or using a laptop/tablet computer: Students may use laptops for note taking, however if they are found to be using their laptops for any other reason, they will be asked to leave the class before the lecture resumes.
- Reading newspapers, books, or anything else (unless otherwise instructed).

Students who engage in any of the above or similar behaviours may be asked kindly to leave the classroom for that particular day.



**Sessions, Readings and Presentation Schedule (R= Thursday, T= Tuesday): Please kindly note that at the beginning of every session, the students will be directed as to which readings are mandatory for the next class. All readings for the first two sessions are mandatory.**

**\*For Lectures 1-8 read: Muhammad and the Caliphate in Oxford Islamic Studies online, (All 12 sections)**

**Meeting 1. R6Sept. Lecture General Introduction on the Study and Historiography of Early and Medieval Islam and Chronological Overview**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, xv-xvi.

Chase F. Robinson, "Introduction", *The New Cambridge History of Islam* vol. I in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. (e-library), 1-16.

**Meeting 2. Lecture. T11Sept. Late Antiquity: Historical and Geographical Context of Immediate Pre-Muhammad Time Part I. Geography of the Pre-Islamic Middle East**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, xv-xvi.  
1-15.

John Haldon, "Part I. The Late Antique Context, Chapter 1. Resources of Late Antiquity," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 19-71.

**Meeting 3. R13Sept. Lecture. The Political and Civilizational Map of the Pre-Islamic Middle East Part I**

Josef Wiesehöfer, "Part I. The Late Antique Context, Chapter 3. The Late Sasanian Near East," in *The New Cambridge History of Islam*, ed. 98-152

**Meeting 4. T18Sept. Lecture and Tutorial Presentations (Two Presentations). The Political and Civilizational Map of the Pre-Islamic Middle East Part II**

Mark Whitto, "Part I. The Late Antique Context, Chapter 2. The late Roman/early Byzantine Near East," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 72-97

Michael Lecker, "Part I. The Late Antique Context, Chapter 4. Pre-Islamic Arabia," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 153-170.

**Meeting 5. R20Sept. Lecture and Tutorial Presentations (Two Presentations). Expansion to Imperial Civil-War P. I**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 20-43 and 62-68

Chase F. Robinson, "Part II. Universalism and Imperialism, Chapter 5. The Rise of Islam 600-705," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 173-225

**Meeting 6. T25 Sept. Lecture. Umayyad Empire Part I: Introduction and Overview**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 44-61.

**Meeting 7. R27 Sept. Lecture and Tutorial Presentations (Two Presentations). Umayyad Empire Part II and the Abbasid Revolution**

Paul M. Copp, "Part II. Universalism and Imperialism, Chapter 6. The Empire in Syria 705-763," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 226-268.

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 69-83

**Meeting 8. T02Oct. Lecture. Abbasid Caliphate Part I: Introduction and Overview**

**\*For Lectures 8-17 Read Oxford Islamic Studies online, read: Law and Society (All 9 sections)**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 85-93

**Meeting 9. R04Oct. Lecture and Tutorial Presentations. (Two Presentations) Abbasid Caliphate Part II**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 94-104

Tayeb El-Hibri, "Part II. Universalism and Imperialism, Chapter 7. The Empire in Iraq 703-861," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 226-268.

**Meeting 10. T09Oct. Lecture. Decline of the Abbasids and the Rise of Competing Caliphates**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 94-103.

Daniel L. Elton, Part III. Regionalism, Chapter 11. The Islamic East," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 448-505.

**Meeting 11. R11Oct. Lecture and Tutorial Presentations (Two Presentations). Decline of the Abbassids, Fatimids, and the Umayyad's of Cordoba**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 94-103.

Michael Bonner, "Part II. Universalism and Imperialism, Chapter 8. The Waning of Empire 861-945," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 308-359.

**Meeting 12. T16Oct. Lecture From Greek Turn to Sectarian and Juris-theological Disintegration: Thematic Roundup**

For this lecture Read Philosophy and Theology in Oxford Islamic Studies (All 13 sections)

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 104-137 and 199-226.

**\*Meeting 13. R18Oct. Two-Hour Mid-Term Exam**

**Meeting 14. T23Oct. Lecture. Disintegration of the Empire.**

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 142-170.

Hugh Kennedy, "Part II. Universalism and Imperialism, Chapter 9. The Late Abbasid Pattern 945-1065," in *The New Cambridge History of Islam*, vol. I. Chase F. Robinson ed. 308-359.

**Meeting 15. R25Oct. Lecture and Tutorial Presentations (Two Presentations). Law and Society I Islamic Law**

Wael Hallaq. 'Part I. Religion and Law, Chapter 3. Islamic Law: History and Transformation in Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 142-183.

**Meeting 16. T30Oct. Lecture and Tutorial Presentations (Two Presentations). Law and Society II. Conversion, Minorities and Societal Perceptions**

David J. Wasserstein. "Part I. Religion and Law, Chapter 4. Conversion and Ahl-al-dimma," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 184-208.

Richard R. Bulliet. "Part I. Religion and Law, Chapter 5. Muslim Societies and the Natural World," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 209-221.

**Meeting 17. R01Nov. Lecture and Tutorial Presentations (Two Presentations). Law and Society III. Commerce, Urban and Nomadic Life**

Hugh Kennedy. "Part II. Societies, Politics and Economics, Chapter 8. The City and the Nomad," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 274-289.

Warren J. Shulz. "Part II. Societies, Politics and Economics, Chapter 11. Mechanisms of Commerce," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 332-354.

**Meeting 18. T06Nov. Lecture and Tutorial Presentations (Two Presentations). Regional Themes I. Western Islamic World, Egypt and Syria**

Anne Marie Edde, "Part II. Egypt and Syria (From Eleventh to Fifteenth Century), Chapter 6. Bilād al-Shām, from the Fāṭimid conquest to the fall of the Ayyūbids (359–658/970–1260), in *The New Cambridge History of Islam*, vol. II. Maribel Fierro ed. 161-200.

Yacov Lev. "Part II. Egypt and Syria (From Eleventh to Fifteenth Century), Chapter 7. The Fāṭimid caliphate (358–567/969–1171) and the Ayyūbids in Egypt (567–648/1171–1250)," in *The New Cambridge History of Islam*, vol. II. Maribel Fierro ed. 201-236

**Meeting 19. R08Nov. Lecture and Tutorial Presentations (Two Presentations). Regional Themes Western Islamic World I. Andalus and North Africa**

Amalia Levanon "Part II. Egypt and Syria (From Eleventh to Fifteenth Century), Chapter 8. The Mamlūks in Egypt and Syria: the Turkish Mamlūk sultanate (648–784/1250–1382) and the Circassian Mamlūk sultanate (784–923/1382–1517) in *The New Cambridge History of Islam*, vol. II. Maribel Fierro ed. 237-284.

**Meeting 20. T13Nov. Regional themes II Tutorial Presentations (One Presentation). Regional Themes I.**

María Jesús Viguera-Molins, "Part I. Al-Andalus and North and West Africa (From Eleventh to Fifteenth Century) 1: Al-Andalus and the Maghrib (from the fifth/eleventh century to the fall of the Almoravids)," in *The New Cambridge History of Islam*, vol. II. Maribel Fierro ed. 21-47.

**Meeting 21. R15Nov. Lecture and Tutorial Presentations (Two Presentations). Regional Themes II. Eastern Islamic World**

Edmund E. Boseworth, "Part I. The Impact of Step Peoples, Chapter 1. The Step Peoples in the Islamic World," in David O. Morgan and Anthony Reid ed. *The New Cambridge History of Islamic, vol. II: The Eastern Islamic World, eleventh to eighteenth centuries (Cambridge: Cambridge University Press, 2011).* 21-77.

**Meeting 22. T20Nov. Lecture and Tutorial Presentations (One Presentation) Education**

Francis Robinson. "Part IV. Learning, Arts and Culture, Chapter 20. Education," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century.* 497-531.

**Meeting 23. R22Nov. Lecture and Tutorial Presentations. (Two Presentations) Societal and Cultural Themes I. Women, Sexuality and Gender**

Manuela Marin. "Part II. Societies, Politics and Economics, Chapter 12. Women, Sexuality and Gender," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century.* 355-379.

**\*Meeting 24. T27Nov. Research Essay Due: Tutorial Presentations (One Presentation). Sciences**

Sonja Brentjes and Robert G. Morrison "Part IV. Learning, Arts and Culture, Chapter 20. Education," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century.* 564-639.

**Meeting 25. R29Nov. Lecture and Tutorial Presentations (Two Presentations). Architecture and Sciences**

**For this session Read Art and Architecture in Oxford Islamic Studies online, read (All 6 sections)**

Marcus Millwright. "Part IV. Learning, Arts and Culture, Chapter 25. Islamic Art and Architecture," Robert Irwin ed. *The New Cambridge History of Islam vol. 4. Islamic Cultures and Societies to the End of the Eighteenth Century*. 682-742

**Meeting 26. T4Dec. Round-up.**

*If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.*

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*