NEW YORK UNIVERSITY
DEPARTMENT OF HISTORY
HIST V55.-0538001
ISLAM BEYOND THE CENTRAL ISLAMIC LANDS

Fall, 2006

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Books for Purchase


Description

This course will familiarize students with some of the many Muslim communities that exist outside of the “Islamic heartlands,” that is, beyond what is referred to in Islamic tradition as the dār al-Islām or “house_REALM of Islam.” In some cases these “diaspora” communities are of considerable vintage - China, for example, has been home to Muslims since the time of the prophet Muhammad. Similarly, Muslims have formed stable communities in subsaharan Africa since the eighth century. Others are more recent, including those in the Americas and Europe. Islamic diasporas are the result of multiple processes, including trade, migration (forced and voluntary), and missionizing activities, as well as military and political expansion.

With respect to territories and cultures, this course will refer to the following regions: Asia (eastern and central); subsaharan Africa (east and west); the Americas; and Europe. While the class does not proceed in chronological order *per se*, it will begin with a consideration of Islam’s “classical”
period and early communities in Asia and Africa as context, followed by an examination of the histories of these communities in the Americas and Europe.

Islam plays an important role in the histories of all four regions. There yet exists a great deal of confusion, mystery, and misunderstanding in the western mind about Islam; to the end of dispelling such, Islamic culture, gender relations, connections to slavery and concepts of race, theories of government, social movements, scholarship and education, and systems of trade will all be analyzed. The historical context will provide windows into contemporary circumstances.

In the process of examining these issues, certain questions will confront us along the way:

How real is the distinction between dār al-Islām and dār al-Harb (“house/realm of war”)? How does it affect the perception of different Muslim groups have of one another?

How have trade/Sufi networks shaped the creation and expansion of Muslim communities outside of the dār al-Islām?

What role has slavery and slave trades played in the global dissemination of Islam? How does the history of slavery inform some contemporary diasporic Muslim communities?

What is the relationship between pan-Islamic movements and Islamic diasporas/ diasporicity?

In addition to the required and recommended reading, the following sources are important for the study of Islam in Africa and Asia: Sudanic Africa: A Journal of Sources; Journal of Middle Eastern Studies; Studia Islamica; Revue des études islamiques; Bulletin of the School of Oriental and African Studies; Journal of African History; International Journal of African Historical Studies; Présence africaine; Cahiers d'études africaines; Cambridge History of Islam; The Encyclopedia of Islam; The Oxford Encyclopedia of the Modern Islamic World; The Encyclopedia of Africa South of the Sahara; The Encyclopedia of Religion; A.J. Arberry, The Koran Interpreted.

Grade Criteria

(3) Response Papers - 75% of final grade

Final Exam - 25% of final grade

Grades and Participation

Throughout the course, students will be assigned readings, but will need to attend the weekly lectures, which will establish continuity and a framework for understanding both the readings and the particular historical period within which the text is embedded. All readings should be prepared prior to class.

Response papers are to be 3pp in length (double-spaced, normal font) and argumentative. Assignments will be issued every two to three weeks, and will be graded on an A-F scale. All assignments must be completed to pass the course.
**Late Work:** Any work submitted after the particular due date will suffer the loss of one whole grade. Once Finals Week has begun, late work will not be accepted. **All assignments are required to receive a passing grade.**

**Probity:** Violations of academic probity will meet with a response in conformity with official university policy. See attached addenda on academic guidelines and integrity.

**Website**

Please regularly consult the course website for syllabi, addenda, assignments, suggested readings, and all information pertinent to the course.

**Schedule**

**Lectures** meet Tuesdays and Thursdays, from 2:00 to 3:15pm at 19 W 4th Room # 101.

**Recitation Schedules and Preceptors** are as follows:

1. V55.-0538002  Time: Wednesday 08:00AM-09:15AM Place: 48 CS 111  
   Preceptor:  Abena Asare  
   Email Address: aaa310@nyu.edu

2. V55.-0538003  Time: Wednesday 09:30AM-10:45AM Place: SILV 411  
   Preceptor:  Abena Asare  
   Email Address: : aaa310@nyu.edu

3. V55.-0538004  Time: Wednesday 03:30PM-04:45PM Place: 48CS 111  
   Preceptor:  Maxine Gordon  
   Email Address: mg645@nyu.edu

4. V55.-0538005  Time: Wednesday 04:55PM-06:10PM Place: 194M 202  
   Preceptor:  Maxine Gordon  
   Email Address: mg645@nyu.edu

5. V55.-0538006  Time: Wednesday 08:00AM-09:15AM Place: 48 CS 116  
   Preceptor:  Frances Sullivan  
   Email Address: fps203@nyu.edu

6. V55.-0538007  Time: Wednesday 09:30AM-10:45AM Place: KIMM 803  
   Preceptor:  Frances Sullivan  
   Email Address: : fps203@nyu.edu

7. V55.-0538008  Time: Wednesday 03:30PM-04:45PM Place: 194M 308  
   Preceptor:  Susynne McElrone  
   Email Address: susynne@nyu.edu

8. V55.-0538009  Time: Wednesday 04:55PM-06:10PM Place: SILV 714  
   Preceptor:  Susynne McElrone  
   Email Address: susynne@nyu.edu

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Lecture Schedule

Sept 5-7
Introduction and Foundations Part One
Procedural Matters
The Prophet Mohammad and Early Umma

Required:
Begin required reading for Sept 12-14.

Sept 12-14
Foundations Part Two

Classical Islam
Theological and legal issues

Required:
Ibn Ishaq (trans. A. Guillaume). Required: Ibn
Ishāq (trans. Alfred Guillaume), Life of Muhammad, 111-59,493-99,
679-83; W. Montgomery Watt, Muhammad, Prophet and Statesman,
1-101; Robinson, Muslim Societies, 3-23.

Recommended:
Hugh Kennedy, The Early Abbasid Caliphate; Bernard Lewis, Islam
(2 vols); M. Hodgson, Venture of Islam (vol 1); M.A. Shaban,
Islamic History (2 vols); W.M. Watt, Muhammad at Mecca; Watt,
Muhammad at Medina; J. Wellhausen, The Arab Kingdom and Its
Fall; Fred Donner, The Early Islamic Conquests; Narratives of
Islamic Origins: The Beginnings of Islamic Historical Writing;
A.R. Gibb Hamilton, Mohammedanism, an Historical Survey; Ignaz
Goldziher, Muslim Studies; Gusatve E. von Grunebaum, Medieval
Islam; von Grunebaum, Islam: Essays in the Nature and Growth of
a Cultural Tradition; Ira Lapidus, A History of Islamic Societies;
G.H.A. Juynboll, Muslim Tradition: Studies in Chronology,
Provenance, and Authority of Early Hadith; Dale Eickelman, The
Middle East: An Anthropological Approach (1981); Richard Eaton,
“Islamic History as Global History.”

Sept 19-21
Trade, Networks in Asia
Islamization of the “Silk Road”
Islamic Trade Communities in the Indian Ocean

Required:
Liu Xinru, Silk and Religion, 130-178 (on Blackboard); Albert
Hourani, Arab Seafaring in the Indian Ocean in Ancient and Early
Medieval Times, pp. 51-86 (On Blackboard); Ibn Battuta, pp. TBA.

Sept 26-28
Islam in East Asia, Central Asia and Southeast Asia

China and the “Turkestans”

Required:
Ibn Battuta, pp. TBA; Esposito, pp. 10-27; Dru Gladney, “Central Asia and China” (On Blackboard); Jonathan Lipman, “A Fierce and Brutal People” On Islam and Muslims in Qing Law,”(on Blackboard); Zvi Ben-Dor, “Even Unto China: Displacement and Chinese Muslim Myths of Origins,” (On Blackboard).

Recommended:

Oct 3-5
al-Hind and Bilād al-Jāwa: Islam in South and Southeast Asia

India/Pakistan/Bangladesh
(Malaysia/Indonesia)

Required: Bruce Lawrence, “The Eastward Journey of Muslims Kingship,” (On Blackboard); Richard Eaton “Introduction to India’s Islamic Traditions,” pp. 1-36 (on Blackboard); Ibn Battuta, pp. TBA; Esposito pp. 53-72, 152-176; 177-229; “An Ecumene in ‘The Land below the Winds’” (on Blackboard).

Recommended: The Tabaqat-i-Akbari of Khwaja Nizamuddin Ahmad: a history of India from the early Musalman invasions to the thirty-sixth year of the reign of Akbar, trans. B. De; Richard Eaton, The Rise of Islam and the Bengal Frontier 1204-1760; Islam and the Netherlands: Translated from the Dutch, Guillaume Frédéric Pijper; Peter G. Riddell, Islam and the Malay-Indonesian World: Transmission and

Oct 10-12

Bilād as-Sūdān

Ghana, Gao, Kanem, Mali, Songhay, Hausaland

Islamization and Africanization: Cultural Confluences

Required:

Robinson, Muslim Societies, 27-88; Hopkins and Levitzion, Corpus of Early Arabic Sources, selections.

Recommended:


Oct 17-19

Sufism and “Global Islam,” Sufism as Islam in China

Modes of Sufi activity and experience, Tarîqah and Sainthood, Sufi thought and Poetry, Sufism and globalization: an Islamic “New Age.”

Required:


Reform in Africa
Bundu, Futa Jallon and Futa Toro; Hamdullahi and al-hājj 'Umar

Varying Contexts of Morocco, Ethiopia, Asante

**Required:**

**Recommended:**

**Oct 13-Nov 2**

Radicalism in West Africa and Sudan
Shehu Usman dan Fodio
Mahdiyya in Sudan


Nov 7-9

*Islam in the Early Americas*
Latin America and Brazil
Caribbean and North America


Recommended:

Nov 14-16

Islam in Twentieth-Century North America
Moorish Science, Nation of Islam
Malcolm X and Orthodoxy


Recommended:
Steven Barboza, *American Jihad: Islam after Malcolm X* (1993);

**Nov 21 and Nov 28**

Islam in Europe, *Islam and the West, Part one: Legacies*
Spain and *Conviveincia*, Conquests and Crusades, Ottomans and Europeans, Colonialism and Diasporas.

**Required:**

* Moorish Spain,* pp. 1-79; *Turks, Moors and Englishmen,* pp. 3-42;
(On Blackboard); "Between Muslim and Christian Worlds"
(Online);

**Recommended:**

"The Moriscos: an Ottoman Fifth Column in Sixteenth Century Spain;"

**Nov 23**

Thanksgiving Break

**Nov 28**


**Required:**

Tahar Ben Jelloun, *French Hospitality; Muslim Networks and Transnational Communities in and Across Europe* chapters 1 & 12
(Ebrary book), Salvatore, “Secularity and public religion in Europe: Historical roots, theoretical debates and the case of public Islam,”
(online); Rainer Brunner, “Forms of Muslims Self-Perception in European Islam,” (online).

**Recommended:**


**Nov 30 and Dec 5**

Islam and Gender/Women

Women peasants in Indonesia; Women’s mosques in China
France and the Veil; *Shar’Ia in Nigeria*
Feminism in Islam

**Required:**


Dec 7

Film- TBA

Dec 12

Summary

Dec 13

Last Day of Classes

Dec 14

Reading Day

Dec 15-22

Finals Week
Academic Guidelines for Students
Morse Academic Plan, College of Arts and Science

To help foster common academic expectations among students and instructors, the following guidelines for MAP courses are offered to students. While these represent minimum expectations across the curriculum, individual faculty members may set additional course requirements. Students should therefore consult the course syllabus for details of policies in each class.

Attendance
Inasmuch as students have voluntarily sought admission to the University, they are expected to attend all class meetings, including all lectures and all meetings of associated recitation, workshop, or laboratory sections. Students may be excused for documented medical or personal emergency and will receive reasonable accommodation for the observance of religious holidays. In these cases, they should contact their instructors in advance or, in cases of emergency, as soon as is practicable. Students are responsible for making up any material or assignments they miss.

Classroom Decorum
The classroom is a space for free and open inquiry and for the critical evaluation of ideas, and it should be free of personal prejudice. Students and instructors alike have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus.

As a matter of courtesy to their fellow students and instructors, students should arrive at class promptly, prepared and ready to participate. Students are reminded particularly to shut off all cellular telephones and pagers and, except in cases of emergency, to remain in the classroom for the duration of the lecture or section meeting. If it is necessary to leave or enter a room once class has begun, students should do so quietly and with as little disruption as possible. Under University policy, disruptive classroom behavior may be subject to faculty review and disciplinary sanction.

Completion of Assignments
Students are expected to submit course work on time and to retain copies of their work until a final grade has been received for the course. Instructors are not obliged to accept late work and may assign a failing or reduced grade to such assignments.

Students who encounter sudden and incapacitating illness or an other comparably grave circumstance that prevents them from completing the final examination or assignment in a course may request a temporary mark of Incomplete from the course instructor. To receive an Incomplete, students must have completed all other requirements for the course, including satisfactory attendance, and there must be a strong likelihood they will pass the course when all work is completed.

Questions and Concerns
Up-to-date course information is available on the MAP website: www.nyu.edu/cas/map. Questions, concerns, comments, and feedback may be directed to the following members of the MAP staff, located in 903 Silver Center, 212-998-8119. Complaints will remain confidential.

Director: Dr. Eliot Borenstein morse.plan@nyu.edu
Associate Director, FCC: Dr. Vincent Renzi map.fcc@nyu.edu
Associate Director, FSI: Dr. Trace Jordan map.fsi@nyu.edu
Director of Administration: Mike Summers morse.plan@nyu.edu

revised 11/2005
Statement on Academic Integrity
Morse Academic Plan, College of Arts and Science

As a student at New York University, you have been admitted to a community of scholars who value free and open inquiry. Our work depends on honest assessment of ideas and their sources; and we expect you, as a member of our community, likewise to maintain the highest integrity in your academic work. Because of the central importance of these values to our intellectual life together, those who fail to maintain them will be subject to severe sanction, which may include dismissal from the University.

Plagiarism consists in presenting ideas and words without acknowledging their source and is an offense against academic integrity. Any of the following acts constitutes a crime of plagiarism.

- Using a phrase, sentence, or passage from another person’s work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another’s work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another person.
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work toward requirements in more than one class without the prior permission of the instructors.

Other offenses against academic integrity include the following.

- Collaborating with other students on assignments without the express permission of the instructor.
- Giving your work to another student to submit as his or her own.
- Copying answers from other students during examinations.
- Using notes or other sources to answer exam questions without the instructor’s permission.
- Secreting or destroying library or reference materials.
- Submitting as your own work a paper or results of research that you have purchased from a commercial firm or another person.

*Particular emphasis is placed on the use of papers and other materials to be found on the World-Wide Web, whether purchased or freely available. In addition to having access to the same search engines as students, faculty also have at their disposal a number of special websites devoted to detecting plagiarism from the web.*

Plagiarism and other cases of academic fraud are matters of fact, not intention. It is therefore crucial that you be diligent in assuring the integrity of your work.

- Use quotation marks to set off words that are not your own.
- Learn to use proper forms of attribution for source materials.
- Do your own original work in each class, without collaboration, unless otherwise instructed.
- Don’t use published sources, the work of others, or material from the web without attribution.
- For further information, consult the Bulletin of the College of Arts and Science, the CAS Academic Handbook, and the Student’s Guide to NYU.

*revised 11/2005*