

Writing Mentor: Terran Mott
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Office Hours: T, Th 8–10pm
By Appointment
In Burling Library

Instructor: Elias G. Saba
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Office Hours: T 10:00am-11:30am;
W 1:30pm–2:50pm;
or by appointment

His 295–02: Islamic Empires

Course Description:

This class is an introduction to Islamic Empires. After a brief survey of the first Islamic Empires, we will focus on the Ottoman, Safavid, and Mughal Empires during the early modern and modern periods. Our explorations will center political and religious history, but we will also incorporate intellectual history and cultural expression to gain a better appreciation of the richness and diversity of Islamic Empires in the Middle East, Central Asia, and South Asia

Course Requirements:

This is a seminar course. It is imperative that each student carefully reads all of the assigned readings on time and comes to class ready to participate in class discussion.

There will be a simple map quiz to help cover the geographical areas we will discuss in this class. The short response essay (~3 pp.) should respond to the readings and concerned for one class session. There will be a midterm to cover the early history of Islamic Empires. The main assignment in this class is the final paper, to be developed in consultation with the instructor. The assignment has been divided into smaller segments, making this process more straightforward. It does, however, mean that you will have to start thinking about your paper and going through the syllabus early on in the semester. I am happy to meet with you during office hours to discuss your paper ideas. I will provide handouts about these assignments throughout the semester.

All assignments must be submitted to pass the course. There is no penalty for early assignments. Late assignments will be penalized a third of a letter grade for every day late. Again, there is no penalty for early assignments. Repeat, there is no penalty for early assignments.

(!!)Writing Mentor(!!)

Our class is blessed to be graced by the presence of a wonderful writing mentor—Terran Mott [mottterr]. As a writing mentor, Terran is a resource to all of you in completing the writing assignments. You have the option of meeting with Terran prior to handing in any of the written assignments. I encourage you to go to these meetings. Please attend all meetings with Terran prepared to discuss your work – this means bringing an outline, some ideas written down, or even just a thesis statement. There will be sign-up sheets in class for you to sign up for her office hours. Please do not abuse Terran’s time. Do not forget that you can always go to the Writing Lab as well as meeting with the Writing Mentor before turning in assignments. **You must meet with Terran at least once during the course of the semester.**

Grading

- Short Response Essay (10%) [9/27]
- Midterm Exam (20%) [10/18]
- Paper Proposal Abstract (5%) [11/1]
- Annotated Bibliography (10%) [11/13]
- Final Paper Outline (5%) [11/22]
- Final Paper (30%) [12/18]
- Participation (20%)

Learning Outcomes:

- Learn how to synthesize primary sources to construct a historical argument.
- Learn how to assess claims made in secondary scholarship by comparing with primary sources.
- Learn about the political, cultural, and intellectual history of the Ottoman, Safavid, and Mughal Empires.
- Understand the diversity inherent to the social, political, and intellectual life of the Ottoman, Safavid, and Mughal Empires.
- Improve your research and writing skills while developing an analytic essay.

Course Policies:

- You are expected to attend every class. Two or more unexcused absences will have a negative impact on your final grade. Grinnell College offers alternative options to complete academic work for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. If you miss a class, make sure you do the assigned readings and get notes from a classmate. Class preparedness and participation is a major factor in the final grade and unexcused absences will count against this final grade. Missing more than 30% of the classes with unexcused absences will result in a failing grade.
- Please send all e-mail to sabaelia@grinnell.edu. During the week, I will respond to within 24 hours. It may take longer to respond during the weekend. Feel free to send any questions you may have about the course, although I rather discuss substantive issues in person rather than via e-mail.
- Breaches of academic integrity will result in an official disciplinary process guided by the Dean's office. If you have questions about the Academic Honesty policy, please consult Academic Honesty The College's Academic Honesty policy is located in the Student Handbook available online [here](#). The College expects that students are aware of and meet the expectations of this policy. Assignments in this course are not collaborative. If you have any questions, please see me before you turn in your work.

- The College supports students' efforts to meet both class obligations and religious ones. If you plan to observe religious holidays that coincide with class meetings or assignment due dates, please meet with me during the first two weeks of classes so that we may reach a mutual understanding of how you can meet these obligations.
- In order to create a fully inclusive classroom, I welcome students to approach me about distinctive learning needs. In particular, I encourage students with disabilities to have a conversation with me and disclose how our classroom or course activities could impact the disability and what accommodations would be essential. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Disability Resources, John Hirschman (x3089), located on the 3rd floor of Goodnow Hall.

Textbooks

- Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2010).
- Douglas Streusand, *Islamic Gunpowder Empires: Ottomans, Safavids, and Mughals* (Boulder, CO: Westview Press, 2011).
- Hani Khafipour (ed.), *The Empires of the Near East and India: Source Studies of the Safavid, Ottoman, and Mughal Literate Communities* (New York: Columbia University Press, 2019). – You are welcome to purchase this book, but you can also access the full text electronically via Burling.

Class Schedule:

Note: Readings are written under the day they are due. For instance, Frederick Cooper's essay is to be read for class discuss on September 4th. Readings with an asterisk will be divided among the class, they are not all required for all students.

Before the Major Empires

8/30: Class 0:

Introduction to the Class and Class Topics

- [Marshall G. S. Hodgson, "The Role of Islam in World History," *International Journal of Middle East Studies*, 1.2 \(1970\): 99–123. \[OPTIONAL\]](#)

9/4: Class 1

- [Frederick Cooper, "Empire Multiplied: A Review Essay," *Comparative Studies in Society and History* 46, no. 2 \(2004\), pp. 247–272.](#)

9/6: Class 2

- [Jonathan P. Berkey, *The Formation of Islam: Religion and Society in the Near East, 600–1800* \(Cambridge: Cambridge University Press, 2003\), 61–82.](#)
- [Lapidus, *Islamic Societies to the Nineteenth Century: A Global History* \(Cambridge: Cambridge University Press, 2012\), 7–25.](#)

9/11: Class 3

- [Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization* \(Abingdon, England; New York, NY: Routledge, 2016\), 100–28.](#)

9/13: Class 4

- Carter Vaughn Findley, *The Turks in World History* (Oxford: Oxford University Press, 2005), 56–75. (Pweb)

Global Entanglements and the Rise of Turkic Power

9/18: Class 5

- Dale, *Muslim Empires*, 1–9.
- [Michal Biran, “The Mongol Transformation: From the Steppe to Eurasian Empire,” *Medieval Encounters* 10.1–3 \(2004\), pp. 339–361.](#)

9/20: Class 6

- [Sanjay Subrahmanyam, “Connected Histories: Notes Towards a Reconfiguration of Early Modern Eurasia,” *Modern Asian Studies* 31.3 \(1997\): 735–762.](#)
- Dale, *Muslim Empires*, 10–47.

Introducing the Early Modern Empires

9/25: Class 7: **Ottomans**

- Streusand, 29–82.

9/27: Class 8: **Ottomans**

- Streusand, 82–104.
- **SHORT-RESPONSE ESSAY DUE.**

10/2: Class 9: **Ottomans**

- Streusand, 104–134.
- [Ch.1 “The Debate to Date” in Heath Lowry, *The Nature of the Early Ottoman State* \(Albany: State University of New York Press, 2003\), 5-13.](#)

10/4: Class 10: **Safavids**

- Streusand, 135–58.
- [Rudi Matthee, “Was Safavid Iran an Empire?” *Journal of the Social and Economic History of the Orient* 52 \(2009\): 840–873.](#)

10/9: Class 11: **Safavids**

- Streusand, 158–200.
- *Sussan Babaie et al., *Slaves of the Shah: New Elites of Safavid Iran* (London: I. B. Tauris, 2004), 1–19. (Pweb)
- *Hans R. Roemer, “The Qizilbash Turcomans: Founders and Victims of the Safavid Theocracy,” in V. Moreen and M. Mazzaoui (eds.), *Intellectual Studies on Islam: Essays*

Written in Honor of Martin B. Dickson (Salt Lake City: University of Utah Press, 1990), 27–40. (Pweb)

10/11: Class 12: **Mughals**

- Streusand, 201–243.

10/16: Class 13: **Mughals**

- Streusand, 243–91.

10/18: Class 14: **MIDTERM**

Imperial Culture, Kingship

10/30: Class 15:

- Dale, 48–105.
- [Lapidus, *Islamic Societies*, 538–42.](#)

11/1: Class 16:

- Dale, 135–76.
- **Paper Proposal Abstract Due**

11/6: Class 17:

- [Matthew Melvin-Koushki, “Tamerlane,” *Encyclopedia of Islamic Political Thought*, 542–43.](#)
- [Empires of the Near East and India, Ch. 5.](#)

Sufisms

11/8: Class 18:

- [Empires of the Near East and India, Ch. 3.](#)

11/13: Class 19:

- [Empires of the Near East and India, Ch. 2.](#)
- **Annotated Bibliography Due**

Imperial Economics

11/15: Class 20:

- Dale, 106–134.
- [Ralph S. Hattox, *Coffee and Coffeehouses: The Origins of a Social Beverage in the Medieval Near East* \(Seattle and London: University of Washington Press, 1988\), 3–45.](#)

Occult Knowledge

11/20: Class 21:

- [Empires of the Near East and India, Ch. 8.](#)

Women in Empire

11/22: Class 22:

- Leslie Peirce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire* (New York, Oxford University Press, 1993), 91–112. (Pweb)
- *Gregory Kozlowski, “Private Lives and Public Piety: Women and the Practice of Islam in Mughal India” in *Women in the Medieval Islamic World: Power, Patronage, and Piety*, edited by Gavin R.G. Hambly (New York: St. Martin’s Press), 469–88. (Pweb)
- *Maria Szuppe, “The ‘Jewels of Wonder’: Learned Ladies and Princess Politicians in the Provinces of Early Safavid Iran” in *Women in the Medieval Islamic World: Power, Patronage, and Piety*, edited by Gavin R.G. Hambly (New York: St. Martin’s Press), 325–49. (Pweb)
- Nikki R. Keddi, “Review: Women in the Medieval Islamic World: Power, Patronage, and Piety by Gavin R. G. Hambly” *Iranian Studies* 33 (2000), 242–45. (Pweb)
- **Final Paper Outline Due**

Golden Ages(?): Art and Culture

11/27: Class 23:

- Dale, 177–207.

12/4: Class 24:

- [Empires of the Near East and India, Ch. 11.](#)

12/6 Class 25:

- [Empires of the Near East and India, Ch. 9.](#)

Decline and Disintegration

12/11: Class 26: Decline and Disintegration

- Dale, 247–287.

12/13: Class 27: Decline/Review and Wrap-Up

- [Linda Darling, “The Myth of Decline,” introductory chapter in her *Revenue Raising and Legitimacy: Tax Collection and Finance Administration in the Ottoman Empire, 1560–1660* \(Leiden, New York, and Köln: Brill, 1996\), 1–21.](#)
- [M. Athar Ali, “The Passing of Empire: The Mughal Case,” *Modern Asian Studies* 9 \(1975\): 385–396.](#)

FINAL PAPERS ARE DUE BY 12:00 NOON ON WEDNESDAY, DECEMBER 18TH, 2019. SUBMIT THESE PAPERS BY E-MAIL TO [[sabaelia](#)].