

Syllabus INTL 423/523: Development in “The Muslim World”

Instructor: Joshua D. Hendrick

Office Hours: PLC 306 - Thurs. 10:15-12:30pm and by appointment

Tu./Th. – 8:30 – 9:50am, 112 Lillis

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“The Muslim World” (“The Islamic World,” etc.) is a curious term. Where is it? When we use this term, are we referring to a political map, a cultural map, or an ethnic map? What qualities does a region, state, neighborhood, or household need to possess to be classified as part of “the Muslim World?” If I visit Cairo, am I there? What if I go to Israel? What if I visit a Moroccan neighborhood in Rotterdam or a Somali mosque in Minneapolis, have I entered “the Muslim world?” As you ponder these questions, consider the following: Islam is one of the world’s most expansive and influential spiritual, cultural, and ideological constructs in the world today. Islam is the world’s fastest growing religion. Muslims populate small and large populations on every continent on Earth. Many advances in “modern,” “Western” science, from algebra to the personalized check, from marching bands to bound texts, all share their intellectual roots in knowledge developed during the height of “Islamic civilization” (745-950 BCE). Considering these facts, what do we mean when we say, “The Muslim world?”

Similarly, “development” is a highly loaded, impossibly simplistic term that nonetheless eludes specificity. To some, it is synonymous with economic growth, expanded literacy, democratization, and rising standards of living. To others, it connotes rapid urbanization, increases in the gap between rich and poor, increases in the raw number of people in poverty, economic and political annexation, labor exploitation, militarization, war and conflict, imperialism, and dependency. To others still, it refers to the apex of consumer-based capitalism, the highpoint of goods and services consumption and the final triumph of efficient capital reproduction. Indeed, the couplet title for this course is laden with presupposition, inequity, ambiguity, and contradiction. To decipher and deconstruct this couplet is the first and most central task of this course.

A Note on “The Muslim World.” - We will restrict our primary focus to countries in the Arab Middle East/North Africa (MENA), Iran, Turkey, Israel, Afghanistan, Pakistan, Indonesia, and to a lesser extent, the republics of Central Asia. We will minimally, if at all, discuss economic and political developments in the countries that comprise Muslim-majority sub-Saharan Africa, Malaysia, the Philippines, Muslim China, or Bangladesh. Their non-inclusion in the course, however, should be treated less as an oversight and more as an opportunity for you to take what you learn and to apply it to other areas for points of comparison and/or for future study.

Moreover, a central argument that this course will defend is that while Islam is indeed central to understanding the cultural roots shared between societies in the Middle East, North Africa, South Asia, Central Asia, and Southeast Asia, what distinguishes these regions from the rest of the world, and what specifically isolates the Arab Middle East, Iran, North Africa, Turkey, and Afghanistan/Pakistan in particular, are their unique experiences with the forces of European imperialism, with post-colonial state-making, and with post-World War II US hegemony. *Western Europe and the US, therefore, are treated as central actors contributing to development in the Muslim World.* A second goal of this course is to provide students with a solid foundation upon which to continue to study the political, military, economic, and cultural relations that characterize contemporary global disorder and that complicate the opportunities for dialogue between “The West” and “Islam.”

Required Readings:

- Schulze, Reinhard (2002) *A Modern History of the Islamic World* I.B. Taurus.
- Henry, Clement and Robert Springboard (2001) *Globalization and the Politics of Development in The Middle East* Cambridge University Press
- Nasr, Sayyed Hossein 2003 *Islam: Religion, History, and Civilization* Harper Collins
- Cole, Juan 2009 *Engaging the Muslim World* Palgrave/Macmillan
- Kinzer, Stephen 2002 *Crescent and Star: Turkey Between Two Worlds* Farrar, Straus and Giroux
- Supplemental Reading - Posted on-line on Blackboard.

**All books are required and available at Bay Tree and/or for sale online.

Course Requirements & Grading:

***NOTE: For the purposes of this class, “pages” refers to 12pt. font, 1.5 spacing, Times New Roman Font!!

Participation: 10% (in class **AND** on Blackboard Discussion Forum) – Random attendance will be taken, as will an active survey of student participation in class and on Blackboard

(1) **Map quiz:** 10% (you have a few weeks...STUDY!!! See Map to study from on **Blackboard** - Countries and Capitals!)

(5) **Reading Quizzes:** 50%

The first quiz will be an identification and short essay quiz dealing specifically with Islam, Islamic history, and development theories (compare and contrast). This will be *in class* (ID’s, short essay)...PLEASE BRING A BLUE BOOK!**

The 2nd, 3rd, and 4th will be take home, and will ask you to draft short essays comparing and contrasting between readings. You will be given questions on Thursday to turn in on the following Tuesday.

(1) **Book Review:** 30% - Juan Cole’s 2009 *Engaging the Muslim World*

- Due in **HARD COPY** on **FINAL EXAM DATE**, please engage, critique, and review Juan Cole’s latest text in 3000-4000 words. Consider and **INCLUDE** what you have learned in the course when reviewing the book, and please follow the “*book review guidelines*” posted on Blackboard. **YOU MUST DRAW FROM OTHER SOURCES FROM CLASS TO COMPARE, CONTRAST, ARGUE WITH, ELABORATE UPON, ETC. COLE’S TEXT.** More Later!

*****(1) Term Paper: ***Required For Graduate Students Only*****

- Graduate Students will locate a theme/pattern/process/topic that pertains to the course (not necessarily covered specifically in class/readings) and use readings from the course *as well as outside scholarly sources* (minimum 12 sources) to

further develop/interrogate/criticize/critique that theme/pattern/process/topic in a 12-14-page survey paper. A non-exhaustible list of topics are as follows:

- Democratization in a region or a country
- Political Islam/Islamic activism
- Women and Islam
- Islam and economic growth
- Islamic finance
- Islam v. the West, etc. (diplomatic relations OR cultural relations, preferably not both)

****NOTE: I reserve the right to alter this syllabus at any point in the quarter to confront obstacles, difficulties, etc.**

****NOTE: The University of Oregon's Policy Regarding Academic Honesty Will Be Strictly Enforced!! Your Work Should Be Your Own. A Late Paper is Better Than A Stolen Paper!! Please Familiarize Yourself Accordingly!**

<http://libweb.uoregon.edu/guides/plagiarism/students/>

Part One: Foundations

1. (9/29 – 10/1): “Development 101” – Modernization, Dependency, and Globalization

- Rostow, W.W. 1960 [2007] “The Stages of Economic Growth: A Non-Communist Manifesto” In *The Globalization and Development Reader* Hite & Roberts (eds). Malden, MA. Blackwell (**Blackboard**)
- Huntington, Samuel 1971 [2007] “The Change to Change: Modernization, Development, and Politics” In *The Globalization and Development Reader* Hite & Roberts (eds). Malden, MA. Blackwell (**Blackboard**)
- Wallerstein, Immanuel 1974 “The Rise and Future Demise of the World Capitalist System” *Concepts for Comparative Analysis*” In *Comparative Studies in Society and History*. Vol 16. No.4 . 387-415 (**Blackboard**)
- Cullather, Nick 2000 “Development? Its History” In *Diplomatic History* Vol. 24. No. 4: 641-653 (**Blackboard**)
- Sklaire, Leslie 1999 [2007] “Competing Conceptions of Globalization” In *The Globalization and Development Reader* Hite & Roberts (eds). Malden, MA. Blackwell (**Blackboard**)

2. (10/6-10/8) “Islam 101”

- **Nasr** – pp. 1-152 (not quite all!)
- **Recommended:** Selections from *The Qur'an* (Go to **Blackboard** for a link to the Tanzil Project – An interactive On-Line Qur'an)
- **FILM: *Empire of Faith***

Part Two: The Islamic World in “Universal Time”

3. (10/13 – 10/15): Islam, Europe, and “Civilization” - Two Discourses on Modernity

- Salt, Jeremy 2008 Ch.1 “Civilization and Its Contradictions” In *The Unmaking of the Middle East* The University of California Press. (**Blackboard**)
- **Shultze** – “Preface” (xi – xv), “Introduction” (pp. 1-13), Ch. 1 “Islamic Culture and Colonial Modernism” (pp. 14 – 59).

****Reading Quiz Number One on Development and Islam IN CLASS on 10/13**

4. (10/20 – 10/22): Decolonization and Nationalism (circa 1920 – 1955)

- **Shultze** – Selections from Ch. 2 (pp. 65-74; 79-107) & Selections from Ch. 3 (pp. 123-147)
- Beinlin, Joel (2001) *Workers and Peasants in the Modern Middle East* Ch. 3 “The Rise of Mass Politics” pp. 71-98 (**Blackboard**)

****Reading Quiz #2 handed out in class on Thursday 10/22**

Part Three: The Development Project

5. (10/27 – 10/29) – Republicanism: Successes and Failures

- **Schulze** – Selections from Ch. 4 (pp. 148 – 157; 158-167; 170-179; 181-188; 190-191)
- Cullather, Nick 2002 “Damming Afghanistan: Modernization in a Buffer State” *The Journal of American History* 89, no. 2 pp. 512-537 (**Blackboard**)
- Simpson, Brad 2009 "Indonesia's Accelerated Modernization" and the Global Discourse of Development 1960-1975” In *Diplomatic History* Vol 33. No. 3: 467-485 (**Blackboard**)
- Byrne, Jeffery James 2009 "Our Own Special Brand of Socialism- Algeria and the Contest of Modernities in the 1960s” In *Diplomatic History* Vol 33. No. 3: 427-447 (**Blackboard**)

****Reading Quiz #2 due in class on Tuesday 10/27**

****Reading Quiz #3 handed out on Thursday 10/29**

6. (11/3 – 11/10) Development, Oil, and “Political Islam”

- **Schulze** – Selections from Ch.5 (pp. 194 – 196; 200-215; 218-240; 244-246)
- Denoeux, Guilain 2002 “The Forgotten Swamp: Navigating Political Islam” In *Middle East Policy* Vol IX. No. 2: pp. 56-81. (**Blackboard**)
- Bayat, Asef 1998 “Revolution without Movement, Movement without

Revolution: Comparing Islamic Activism in Iran and Egypt In *Comparative Studies in Society and History*, Volume 40, Issue 01: pp 136-169 (**Blackboard**)

- Mitchell, Timothy 2002 “Islam in the US Global Order” In *Social Text* 73 Vol. 20, No. 4 (**Blackboard**)
- **FILM: *The Prize*** (1993): Episode VII.

****Reading Quiz #3 Due in Class on Tuesday 11/3**

****Map Quiz on 11/5**

Part Four: Challenges/Opportunities of Globalization

7. (11/12 – 11/19): The Middle East and North Africa (MENA) as a Regional Case Study

- **Henry and Springborg** Ch. 1 (start at pg 15- rest of chapter); Ch 2; Ch.4-8
- Henry, Clement 1999 “Islamic Finance in the Dialectics of Globalization: Potential Variations on the ‘Washington Consensus’” In *Journal of Arabic, Islamic, and Middle Eastern Studies* 5:2 pp. 25-37
- **Schulze – Schulze** – pp. 247-292
- Beinlin, Joel and Rebecca Stein 2005 “Histories and Futures of a Failed Peace” In *The Struggle For Sovereignty: Palestine and Israel, 1993-2005* Stanford University Press (**Blackboard**)

****Reading Quiz #4 handed out on Thursday 11/19**

8. (11/24, 12/1, 12/3): The Turkish Republic as a National Case Study

- Kinzer, Stephen (2002) *Crescent and Star* (**all** – but please, feel free to skip/skim the meze!)
- Gulalp, Haldun, 2001 “Globalization and Political Islam: The Social Bases of Turkey’s Welfare Party,” *International Journal of Middle East Studies* 33: pp. 433-48 (**Blackboard**)
- Yavuz, Hakan 2000 “Being *Modern* the Nurcu Way” In *ISIM Newsletter* (6): p. 7 and 14 (**Blackboard**)

****Reading Quiz #4 Due in class on Tuesday 11/24**

****Reading Quiz # 5 (On Turkey) handed out on the last day of class (Thursday 12/3) and is due in lieu of a final exam on Tuesday 12/8 in HARD COPY - Turned in at PLC 306 (in a box out front).**

****Juan Cole Book Reviews (for everyone) and final papers (for graduate students) due on Thursday 12/10 by 12 pm (NOON) at PLC 306 (in a box out front).**