

EUH 4660 / 4675

Modern Europe, 1789-Present:
The History of Islam and Muslims in Europe

Professor Terrence G. Peterson
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Fall 2016
MWF 1:00-1:50 PM in FIU Arena 117

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or by appointment

Why study the history of Islam and Muslims in Europe?

In the face of Islamist terrorism, polemical debates about ‘burkinis,’ and the challenges of global migration, the notion of a “clash of civilizations” between Islam and the West has gained traction. But the histories of Europe and the ‘Muslim world’ in the past two centuries and beyond are difficult – if not impossible – to disentangle. Where does this idea of civilizational incompatibility come from? How have the shared histories of Muslims and Europeans shaped it? And more importantly, how do they undermine it?

Beginning with Napoleon Bonaparte’s invasion of Egypt at the turn of the nineteenth century and continuing through the rise of ISIS and the current migration crisis, this course examines the interactions and exchanges of Muslims and Europeans—categories that are not necessarily exclusionary—across the Mediterranean. Ranging across diverse spaces such as France, Italy, Turkey, the Balkans, and North Africa, we will study the varied histories of colonialism, nationalism, ethnic conflict, and migration.

How will this course help you succeed?

Studying the historical roots of contemporary global issues doesn’t only help us contextualize them. More importantly, it also helps us learn to critically evaluate the deluge of information about these issues and others that we encounter every day. This course will help you acquire a conceptual and practical framework for understanding the history of Islam and Muslims in Europe. It will also help you sharpen your ability to analyze and critically engage written sources and refine your skills communicating complex ideas in writing and in person.

Course Objectives. By the end of the quarter, you will be able to:

- ✓ Understand and explain key themes, concepts, and events related to the relationship between Muslims and non-Muslims in the Mediterranean over the past two centuries.
- ✓ Critically analyze and assess primary and secondary sources.
- ✓ Construct original, coherent, and well-organized historical arguments, both in writing and orally in class discussions.
- ✓ Use what they have learned in class to contextualize and evaluate current events across Europe and the wider Mediterranean.

How will you succeed in this course?

Attend and Participate. We'll use our time in the classroom not only to learn important concepts and events in European history, but also to discuss and practice writing about them. You should complete your readings before class, and come prepared to write about the material and discuss it with one of your best resources – your fellow students. Don't shortchange them or yourself by keeping quiet in class or on Blackboard.

Communicate. This course addresses complex and sometimes controversial topics that often prove challenging. I am here to help you navigate these challenges, so I encourage you to reach out to me for help early and often. I have office hours every Friday from 10:45 am to 12:45pm, and you can always reach me by email (listed above). I will always write back within 24 hours. You should also check your email regularly: In addition to Twitter (see below) this is where I will send updates about the course and assignments.

In class, you should respect your fellow students by focusing on the conversation at hand and turning off (or silencing) your phone. I also encourage you to take the *No Laptop Challenge*. Numerous studies (which I am happy to provide) suggest that students learn more – and more effectively – when they take written notes by hand, rather than on a laptop. If you can forego using a laptop all semester, you'll earn 10 points of extra credit (10%) toward the final exam. I am happy to arrange an exception if you have a disability that makes a laptop necessary.

Twitter. In this course, we will be using Twitter to draw connections between current events or popular culture and the concepts discussed in class. You can find the course twitter feed at **@EUH4675**. You are expected to tweet the class **once per week**, and you can tweet anything you want as long as it is relevant to class. This can include YouTube videos, news articles, trending hashtags, Pinterest boards, etc. I only ask that the material must be new (i.e. it has not already been tweeted by another student), and must not be polemical. I will also tweet things I find of interest to the course, and we will discuss what everyone posts at the beginning of discussion every week. You should set up a twitter account and "follow" the course Twitter feed by Friday 8/26.

Take Risks. In our discussions, I don't expect you to know a "right answer," but simply to offer your interpretation of the readings and lessons. Likewise, I don't expect you to know all the ins and outs of writing right away. That is, after all, one of the big tasks we will tackle together this semester. The more you put into the process, the more you'll get out of it – and the better prepared you'll be for the writing challenges you will face later.

How will we evaluate your progress?

Written Assignments (50%). Writing is a powerful tool for reflecting, organizing ideas, and staking out first shaky, then firm positions. For that reason, we will be writing a lot. Over the course of the semester, students will write one short 2-page paper analyzing a primary source document from among our early readings, as well as two 6-page analytic essays or policy briefs debating major themes from the course. These papers will give you the opportunity to connect the readings with larger themes discussed in the course, and to develop writing and analysis skills useful for studying history (and life!).

I will distribute prompts and grading rubrics for all papers in advance, and together we will discuss writing and argumentative techniques throughout the semester. Papers should be submitted through TurnItIn on Blackboard **and** in person. I like to read and scribble comments all over the physical copies, so if you don't give me one, I can't grade it.

Attendance and Participation (25%). The best learning takes place in dialogue with myself and your fellow students. Because of that, I place a heavy emphasis on participation. You are expected to attend both lectures (Mondays and Wednesdays) and discussions (Fridays) and to actively engage in classroom activities. Students with more three or more unexcused absences can only earn a maximum of half the possible points for their participation grade, and students with more than four absences will earn no credit.

Midterm and Final Exams (25%). The midterm and final exams will use identification, short answer, and essay questions to assess your ability to draw connections between themes and concepts from the readings and in-class activities.

Grading Scale

Active participation in discussions, classroom activities, and Twitter	25%
One 2-page response paper	10%
Two 6-page analytic essays (20% each)	40%
Midterm Exam	10%
Final Exam	<u>15%</u>
	100%

Academic Integrity

Academic misconduct is a serious matter which can result in the failure of this course or even expulsion. All the work that you submit should be your own, and must be properly cited. We will discuss proper methods of citing sources in class. If you haven't already, I encourage you to familiarize yourself with the FIU's Code of Academic Integrity. You can find it online at: <http://undergrad.fiu.edu/academic-integrity/index.html>.

Outside Resources

I highly encourage you to take advantage of academic services that FIU offers to undergraduates. They are a valuable resource for students at all levels.

The History Tutors: The Department of History has several experienced upper-level history majors and graduate students who can meet with you to help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit: <http://history.fiu.edu/tutoring>

The Center for Excellence in Writing: Located in Green Library Room 125, the Center for Writing provides an invaluable resource for students, and offers help with all stages of the paper-writing process. <https://writingcenter.fiu.edu/>

Individual Tutoring: The University Learning Center provides peer tutoring services and general academic help: <http://undergrad.fiu.edu/cas/learning-center/>

Required Texts:

- Ian Buruma, *Murder in Amsterdam. Liberal Europe, Islam, and the Limits of Tolerance* (Penguin Books, 2006). ISBN 978-0143112365.
- Frantz Fanon, *A Dying Colonialism* (Grove Press, 1994). ISBN 978-0802150271.
- Mark Mazower, *Salonica City of Ghosts: Christians, Muslims and Jews 1430-1950* (Vintage Books, 2006). ISBN 978-0375727382
- Albert Memmi, *The Colonizer and the Colonized* (Beacon Press, 1991). ISBN 004-6442003018.
- Susan Gilson Miller, ed., *Disorienting Encounters: Travels of a Moroccan Scholar in France in 1845-1846. The Voyage of Muhammad As-Saffar* (Univ California Press, 1992). ISBN 978-0520074620.
- Edward Said, *Orientalism* (Vintage Books, 1994). ISBN 978-0394740676.
- Joan Wallach Scott, *The Politics of the Veil* (Princeton University Press, 2010). ISBN 978-0691147987.

These books are all available in the bookstore or online. Additional readings, marked [BB] below, are available in .pdf format on Blackboard. Please bring these readings to class.

Week 1 – Europe and the Mediterranean: Distinct Cultural Spaces?

- 8/22 Course Introduction: Why Study Islam and Muslims in Europe?
- 8/24 Islam: a (very) Brief Introduction
- 8/26 Discussion: The Cultural Spaces of Europe and the Mediterranean

All students must join Twitter and follow the course Twitter feed (@EUH4675) by Friday 8/26.

Readings:

- [BB] Selections from Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*, vol. II (New York: Harper & Row, 1973).
- [BB] Samuel P. Huntington, “The Clash of Civilizations?” *Foreign Affairs* (Summer 1993): 22-49.

Week 2 – Muslim and European ‘Encounters’ at the Start of the 19th Century

- 8/29 The “Discovery” of the Orient: Napoleon’s Invasion of Egypt
- 8/31 The Arab “Rediscovery” of Europe
- 9/2 Discussion: What makes these encounters ‘new?’

Readings:

Al-Jabarti, *Chronicle of Napoleon in Egypt*, pp. 20-118
[BB] Ibrahim Abu-Lughod, *The Arab Rediscovery of Europe*, Ch. 7 (pp. 141-159)

Week 3 – The 19th-Century Mediterranean: An Ottoman Sea

- 9/5 NO CLASS (Labor Day)
- 9/7 The Ottoman Empire in the 19th Century
- 9/9 Jews, Muslims, Christians: Religion in the 19th-Century Mediterranean

Readings:

Muhammed As-Saffar, *Disorienting Encounters: Travels of a Moroccan Scholar in France 1845-46*, pp. 88-142, 153-161, 172-186

Week 4 – Islam and Muslims in European Thought

- 9/12 Fascination and Desire: Constructing an Exotic Muslim ‘Other’
- 9/14 Science, Religion, Commerce: Shifting European view of Muslims
- 9/16 Discussion: Said’s concept of ‘Orientalism’

2-page response paper due in class (and online) Friday 9/16

Readings:

Edward W. Said, *Orientalism*. **Required:** pages. 1-49. **Recommended:** pages 49-92.

Week 5 – Great Power Rivalries and the Advent of Colonialism

- 9/19 The Rise of Nationalism and New Mediterranean Imperialisms
- 9/21 The Reform and Retreat of the Ottoman Empire
- 9/23 Discussion and Midterm Review

Readings:

Mazower, *Salonica: City of Ghosts*, pages 3-13, 173-271.

Week 6 – The European Conquest of North Africa

- 9/26 Consuls and Cannons: The French Conquest of North Africa
- 9/28 Building ‘Liberal Modernity’: British Egypt from 1882 to the 1920s
- 9/30 **IN-CLASS MIDTERM EXAM**

Readings:

No readings this week – review for the Midterm

Week 7 – Constructing Race, Place, and Space in Colonial Societies

- 10/3 Race, Religion, and Personal Status in French North Africa
10/5 Italy in Libya: Architecture and Empire
10/7 CLASS CANCELED DUE TO HURRICANE MATTHEW

Readings:

Albert Memmi, *The Colonizer and the Colonized*. **Required:** Part I, “Does the Colonial Exist?” as well as all of Part II (Portrait of the Colonized), and the Conclusion.
Recommended: Read all of Part I (Portrait of the Colonizer).

Week 8 – The Great War: A Great Mediterranean Rupture?

- 10/10 The First World War
10/12 The Paris Peace and the New International System
10/14 Discussion: Memmi, *The Colonizer and the Colonized*

Readings:

Recommended: [BB] Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (Oxford, 2007), Ch. 3, “President Wilson Arrives in Cairo” and Ch. 7, “The 1919 Revolution,” pages 63-76 and 141-158.

Week 9 – New Movements, New Identities

- 10/17 Pan-Arabism and Anti-Colonial Nationalism
10/19 Zionism, the Palestinian Question, and Israel
10/21 Discussion: Salonica and Manela

Readings:

Mazower, *Salonica*, pages. 275-332.

Week 10: Religion and Race in the Mid-20th Century

- 10/24 Religion, Nationalism, and ‘Ethnicity’ in the Balkans, 1912-1945
10/26 The Second World War in the Mediterranean
10/28 Discussion: Salonica Part 2

First 6-page paper due in-class (and online) Monday 10/24

Readings:

Mazower, *Salonica*, pages 375-428 and 429-440.

Week 11 – Decolonizing the Mediterranean

- 10/31 National Liberation in the Middle East and North Africa
11/2 The Struggle for Algerian Independence, 1954-1962
11/4 NO CLASS

Readings:

Frantz Fanon, *A Dying Colonialism*, pp. 23-67, 99-120, 147-181

Week 12 – The State and Religious Practice

- 11/7 The Veil in Turkey, France, and Beyond: A Comparative Perspective
11/9 Discussion: [Scott](#) and [Fanon](#)
11/11 NO CLASS – Veteran’s Day

Readings:

Joan Scott, *The Politics of the Veil*. **Required:** Introduction, Chapters 1, 3, and 4, and Conclusion. **Recommended:** Read the entire book.

Week 13 – Europe and Islam in an Age of Global Migration

- 11/14 Postwar Migration and the Remaking of Western Europe
11/16 Between Community and Nation: Being Muslim in Postcolonial France
11/18 Discussion: Buruma

Readings:

[BB] “The Turks are Coming! Save Yourself if You Can,” from *Der Spiegel*, 30 July 1973, republished in Göktürk, Gramling, and Kaes, eds. *Germany in Transit: Nation and Migration, 1955-2005* (University of California Press, 2007)

Ian Buruma, *Murder in Amsterdam*. **Required:** pages 1-70, 103-140. **Recommended:** read pages 71-102 as well.

Week 14 –Drawing Borders: Religion and National Identity since 1990

- 11/21 Religion and Ethnic Conflict in the Balkans
11/23 Islam and the Rebirth of European Nationalism
11/25 NO CLASS TODAY – Happy Thanksgiving!

Second 6-page paper due in class Monday 11/21

Readings:

Buruma, *Murder in Amsterdam*. **Required:** pages 187-264. **Recommended:** read pages 141-186 as well.

Week 15 – Islam and the Future of Europe?

- 11/28 Europe between the Arab Spring and the Migration Crisis
- 11/30 Islamism and Islamophobia in an Age of Terror
- 12/2 Discussion and Course Wrap-up

Readings:

- [BB] Naina Bajekal, “Fear In the Jungle,” *Time Magazine*, Nov. 24, 2015. (Link on Blackboard, or visit <http://time.com/fear-in-the-jungle/>)
- [BB] Olivier Roy, “What is the Driving Force Behind Jihadist Terrorism?” *Inside Story*, March 23, 2016. (PDF on Blackboard, or visit <http://insidestory.org.au/what-is-the-driving-force-behind-jihadist-terrorism>)

Finals Week No Classes

FINAL EXAMINATION December 5th, 12:00-2:00PM in CP 111