

*University of Florida*

## **Jews in the Muslim World**

**JST3930 / MEM3931 / REL3938 – Fall 2024**

**Fall 2024**

M | Period 7 (1:55 PM – 2:45 PM)

F | Periods 7-8 (1:55 PM – 3:50 PM)

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Syllabus version 2024.06.10.02

### **Course description**

A survey of the history of Jews in Muslim societies and under Muslim rule, from the conquests of the 7<sup>th</sup> century to the dispersions and transformations of the 20<sup>th</sup> century. Including: Social, political, economic and legal developments; Demographic trends; Interactions between communities; Impacts of Imperialism, Nationalism and modern State-Building; Varying perspectives and trajectories

The Arab-Muslim conquests brought most Jews in the world under one political entity and fundamentally affected Jewish history. As the early Muslim empire broke down to smaller states and gave rise to subsequent imperial structures, this history became much more complex. In the first millennium of the Muslim world, the vast majority of Jews still lived within its bounds. This reality has only begun to change a few centuries ago, and has drastically altered in the past 100 years.

While this survey of about 1,400 years necessarily has to skip a few details here and there, it offers an overview of a crucial and central period in Jewish history. It uses the political history and chronology of the Muslim world as a scaffold for outlining and contextualizing the Jewish experience within this world, and the impact of this experience on Jews beyond it.

**Student learning outcomes**

- Students will be familiar with the contours and geographies of Muslim history.
- Students will be able to:
  - ✓ identify the stages and development of Jewish history under Islam.
  - ✓ identify major shifts and changes in Jewish history between 500 and 2000.
  - ✓ evaluate statements about Jews in the Muslim world and Jewish-Muslim relations in the past.
  - ✓ evaluate the impact of past events on modern developments.

## Course outline

Week		Topics	Readings	Assignments
1	<b>Introduction</b>			
	Course outline			
	Periodizations	World history, Regional History, Jewish history, Muslim history, Empires and Jews	Cook, Preface	
	Constraints	Geographies, demographics and environments	Egger, Civilization, ch.1-2	Map quiz 1
	<b>From the 5th to the 10th Century</b> <b>Empires of Faith: The Making of the Medieval Muslim World</b> <b>Urbanization, Arabization, Commercialization, Religious standardization, Consolidation, Expansion</b>			
2	Pre-Islamic realities and the rise of the Arab-Muslim Empire	Arab and Muslim conquests	Sarris, ch. 4,7-8; Bachrach; Optional: Cambridge 5, ch.8 (Lecker), ch.9 (Robin)	
		The lands and cultures that became the Muslim world		
		The Jewish world before Islam		
3	The foundations of coexistence: legal status, incorporation and separation	Early Islamic encounters with Jews and Judaism	Stillman 1979, ch.1; Cambridge 5, ch.3 (Cohen); Lewis, ch.1-2	
		The Pact of Umar and Dhimmi status		
		Cultural exchanges and interactions		
4	Towards the Abbasid “Golden Age”	New patterns of migration and settlement: urbanization & expansion	Meddeb & Stora, part I, ch. 2 (Rustow, 75-98, 102-105)	
		Commercialization: long range networks of trade	Cambridge 5, ch.10 (Haim)	
		The central role of Baghdad and the central lands of the Caliphate: religious & linguistic standardization	Stillman 1979, ch.2; Cambridge 5, ch.13 (Franklin)	
5-6	Cities, regions and dynasties: the rise of regional centers, new states, and new “Golden Ages”	The creation of new centers, political and doctrinal fragmentation & rivalries	Egger, Civilization, ch.3-5; Stillman 1979, ch.3	
		From Kairouan to Cairo, from the Mediterranean to the Indian Ocean, maritime trade & the rise of Egypt under the Fatimid empire	Cambridge 5, ch.4 (Ben-Sasson & Zinger), ch.7 (Ashur & Lambourn)	
		Al-Andalus in Iberia	Meddeb & Stora, part I, ch. 2 (García-Arenal, 111-135); Cambridge 5, ch.5 (Gerber)	Timeline 1

<b>From the 10th to the 15th Century</b> <b>Destructions and Rebuilding: Transformations of the Medieval Muslim World</b> <b>Contraction, Decimation, Localization, Insulation &amp; Diversification</b>				
7	New warriors of the faith: war zones, conquests, displacement, massacres and forced conversions	New Iberian realities and the plight of Iberian and Maghrebi Jews (the Reconquista, Almoravids, Almohads)	Meddeb & Stora, part I, ch.2 (Hatimi, 136-144);	Map quiz 2
		The decline of Jewish communities in the Holy Land through Seljuk, Crusader and Ayyubid warfare	Cook, 356-364; Cambridge 5, ch.6 (Goldman); Meddeb & Stora, part I, ch.3 (Frenkel, 156-161)	
8	Mongols, conquests and plagues	The Mongol conquests and successor states	TBA	
		The “Black Death” and the waves of plague		
		The impact of persecutions & expulsions in the Christian West	Scheindlin, 112-121;	
9	Power struggles in the post Mongol world	The religious shifts of the Ilkhanids	Cook, 364-376;	
		Timur’s empire building: destruction & displacement		
		The disintegration of the Golden Horde & the rise of new empires	TBA	Timeline 2
<b>From the 15th to the 19th Century</b> <b>Age of Discovery: The Making of the Modern World</b> <b>Expulsions, migrations &amp; resettlement, Hybridization &amp; reconsolidation, Individual mobility, Interconnectivity, Mysticism &amp; Messianism</b>				
10	An Islamic “Gunpowder Empire”: the rise of the Ottoman superpower & the making of Ottoman Jews	From Byzantine to Ottoman	Egger, 343-6; Baskin (Levy); Meddeb & Stora, part II, prologue & ch.1 (Veinstein et al.); Cambridge 7, ch.3,31 (Hacker)*	Map quiz 3
		Jewish settlement in the Ottoman Balkans and Anatolia and the dynamics of Sephardi & Ashkenazi diasporas		
		Ottoman expansion, sacred places & “Pax Ottomanica”		
11	The centrality of Ottoman Jews	Geography, demography, stability	Scheindlin, 123-136	
		The growing importance of the Holy Land (Rabbinic innovation, codification, mysticism, messianism, pilgrimage & immigration)	Lehmann, introduction; David, EJ2;	
		The growth of urban networks and trading diasporas		

12	Communities beyond the Ottomans heartlands & their links to the new Ottoman center	The rival empire compared: Safavid transformations & pressures; Jews in Iran and their diasporas	Meddeb & Stora, part II, ch.3a; Cambridge 7, ch.39 (Moreen)	
		Models of interaction in Morocco: Protected inferiors, Courtiers, Agents, Merchants, settlement and culture	Schroeter; Meddeb & Stora, part II, ch.2	
		Between Imperial & Local Realities: Tunisia, Algeria, Yemen, Kurdistan, Crimea, Bukhara	Meddeb & Stora, part II, ch.3b-c; Cambridge 7, ch.38 (Parfitt)*; Laskier-Lev, ch.7	Timeline 3
<p><b>From the 19th to the 20th Century</b>  <b>New Global Order: From Accelerated Changes in Technology, Culture and Politics to New Imperial Centers</b>  <b>European Imperial Networks, Reforms, Emigration, Challenges of nationalism &amp; modern state building</b></p>				
13	The expansion of new empires and Ottoman retreats	Inroads in the Muslim and Jewish worlds: Habsburg and Russian territorial gains; French and British global empires; Churches, hospices, hospitals, missions and schools; Pilgrims & tourists, clerics & missionaries, experts, soldiers & settlers	Stillman 1979, ch.5; Stillman 1991, ch.1-2	Map quiz 4
		Diminished territories and power: regional independence movements, protection claims of non-Muslim powers, interventions, conquest, colonial rule		
	Modernization, or the impact of accelerated changes in technology, culture and politics	New interactions between Muslim societies and the non-Muslim world: exposure, communications, imitation, adaptation, technological innovation, reforms, external pressures, rejection and selective adoption	Cook, 796-846*; Meddeb & Stora, part II, ch.4;	
14	Political, legal and social upheavals and realignments	Moving towards the all-powerful centralized partially-secularized nation-state model	Stillman 1991, ch.3-4; Meri, ch.2	
		Legal, administrative, fiscal, ideological, professional, demographic, educational and cultural shifts	Meddeb & Stora, part III, ch.1a;	
		Nationalism, state-building, identities & loyalties – multiple trajectories, new options, new threats	Stillman 1991, ch.5-6; Herf, ch.1; Meddeb & Stora, part III, ch.3d, 5c	Timeline 4

<b>From the 20th to the 21st Century</b> <b>Globalization: Multiple Nations, Diasporas, Exchanges and Interactions</b> <b>A new global perspective: From Jews in the Muslim world to Jewish-Muslim relations</b>				
15	Endings and new beginnings – dispersion and restructuring	Waves of migration, adaptations to new political realities, remnants and surviving communities	Stillman 1991, ch.7; Laskier & Lev, ch. 4; Cambridge 8, ch.8 (Tsur)*; Meddeb & Stora, part III, ch.3e, 4*;	Take-home final assignment
		New ideologies, new perceptions	Newby (2003)	

\* Selected sections (TBA)

### Readings include Chapters from the following:

#### Main texts

Abdelwahab Meddeb and Benjamin Stora (eds.), *A History of Jewish Muslim Relations: From the Origins to the Present Day* (Princeton and Oxford: Princeton University Press, 2013).

The Cambridge History of Judaism (Cambridge: Cambridge University Press)

Vol. 5 (2021): Phillip I. Lieberman (ed.), *Jews in the Medieval Islamic World*

Vol. 7 (2017): Jonathan Karp, Adam Sutcliffe (eds.), *The Early Modern World, 1500–1815*

Vol. 8 (2017): Mitchell B. Hart, Tony Michels (eds.), *The Modern World, 1815–2000*

Norman A. Stillman, *The Jews of Arab Lands: A History and Source Book* (Philadelphia: The Jewish Publication Society of America, 1979).

Norman Stillman, *The Jews of Arab Lands in Modern Times* (Philadelphia: Jewish Publication Society, 1991).

#### Background reading

Peter Sarris, *Empires of Faith: The Fall of Rome to the Rise of Islam, 500-700* (Oxford University Press, 2011).

Michael A. Cook, *A History of the Muslim World: From Its Origins to the Dawn of Modernity* (Princeton University Press, 2024).

Vernon O. Egger, *A History of the Muslim World to 1750: The Making of a Civilization*, 2<sup>nd</sup> ed. (New York: Routledge, 2018).

Vernon O. Egger, *A History of the Muslim World since 1260: The Making of a Global Community*, 2<sup>nd</sup> ed. (New York: Routledge, 2018).

Woolf Institute, *Jewish-Christian-Muslim Relations: A Timeline*, Online: <http://www.woolf.cam.ac.uk/uploads/timeline%20-%20jcm.pdf>

### **Additional texts**

- Bernard Lewis, The Jews of Islam, (Princeton: Princeton University Press, 1984).
- Raymond P. Scheindlin, A Short History of the Jewish People: From Legendary Times to Modern Statehood (Oxford and New York: Oxford University Press, 1998).
- Jane Gerber, The Jews of Spain: A History of the Sephardic Experience (New York: The Free Press, 1992).
- Esther Benbassa and Aron Rodrigue, Sephardi Jewry: A History of the Judeo-Spanish Community, 14th-20th Centuries (Berkeley: University of California Press, 1995).
- Avigdor Levy, ed. The Jews of the Ottoman Empire (Princeton: The Darwin Press, 1994).
- Josef Meri (ed.), The Routledge Handbook of Muslim-Jewish Relations (London and New York: Routledge, 2016).
- H.Z. Hirschberg, A History of the Jews in North Africa, 2nd ed., English translation (Leiden: Brill, 1974).
- Shelomo Dov Goitein, "The Jews Under Islam", Part One: "6th–16th centuries", in Elie Kedourie (Ed.), The Jewish World: History and Culture of the Jewish People (New York: Harry N. Abrams, 1979), pp. 178-185.
- Also online: <http://cojs.org/the-jews-under-islam-part-one-shelom-dov-goitein-the-jewish-world-history-and-culture-of-the-jewish-people/>
- Avigdor Levy, "Ottoman Empire", in: Judith Baskin, ed. Cambridge Dictionary of Judaism and Jewish Culture (Cambridge: Cambridge University Press, 2011), pp. 465-468.
- Judah David Eisenstein, Moise Franco, (Gotthard Deutsch, ed.), "Pilgrimage", Jewish Encyclopedia, vol. 10 (1905), pp. 35-38.  
Online: <http://www.jewishencyclopedia.com/articles/12149-pilgrimage>
- Matthias B. Lehmann, Emissaries from the Holy Land: The Sephardic Diaspora and the Practice of Pan-Judaism in the Eighteenth Century (Stanford: Stanford University Press, 2014).
- Nissim Rejwan, The Last Jews in Baghdad: remembering a lost homeland (Austin: University of Texas Press, 2004), Appendix A: "The Jews of Iraq: A Brief Historical Sketch", pp. 209-217.
- Daniel J. Schroeter, "Jewish Communities of Morocco: History and Identity," in: Vivian B. Mann, ed., Morocco: Jews and Art in a Muslim Land (London: Merrell, in association with The Jewish Museum, New York, 2000), pp. 25-54.
- Bernard S. Bachrach, "A Reassessment of Visigothic Jewish Policy, 589-711", The American Historical Review, Vol. 78, No. 1 (Feb. 1973), pp. 11-34.
- Jeffrey Herf, Nazi Propaganda for the Arab World (New Haven & London: Yale University Press, 2009).
- Gordon D. Newby, "Judaism and Islam", in: Richard C. Martin, ed., Encyclopedia of Islam & the Muslim World, vol. 1 (New York: Macmillan Reference USA, 2003), pp. 380-384.
- Abraham David, "Sheluhei Erez Israel", Encyclopaedia Judaica, 2<sup>nd</sup> Ed., Vol.18 (2007), pp. 446-452.
- Michael M. Laskier, and Yaacov Lev (eds), The Divergence of Judaism and Islam: Interdependence, Modernity, and Political Turmoil (Gainesville: University Press of Florida, 2011),  
Ch.4: Ömer Turan, "Sharing the Same Fate: Muslims and Jews of the Balkans", pp. 51-73.  
Ch.7: Bat-Zion Eraqi Klorman, "Yemen: Muslim and Jewish Interactions in the Tribal Sphere", pp. 125-142.

**Grading**

Attendance and Participation: 20

Weekly questions for the readings (12 weeks): 24 [2 each]

4 take-home map quizzes: 40 (10 each)

4 timeline assignments: 40 (10 each)

Final take-home assignment: 20

**Optional:**

Research paper (after approval), 7-10 pages / up to 4000 words (due on the day of the last class) + 1 letter size page “poster”: 20

**Assignments details**

TBA - Detailed instructions for the assignments will be provided at the beginning of the semester

**Assignment submission dates**

Weekly questions are due every week by Friday; Map quizzes are due by Wednesday on the week they are assigned (see course outline); Timeline assignments are due by Monday on the week after they are assigned (see course outline); Take-home final – Dec 4-11; Optional paper – Dec 4.

**Syllabus Changes**

The syllabus is subject to change. Changes will be announced. Changes and adjustments are to be expected.



## Class Policies

**Attendance:** Attendance is required and will be taken at every class meeting: please write your name and sign the dated attendance sheet. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies and require appropriate documentation. Read the university attendance policies here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. *When possible, please let me know in advance if you will not be attending a class session.* You are allowed up to 3 undocumented absences, after which any unexcused absence will affect your grade (4 points off for every absence). Excused absences include documented medical emergency, family crisis, military service, university sanctioned or official activities.

**Email:** As a matter of policy, UFL related communications are delegated to your UFL email. Information concerning the course, especially changes in venue, readings, assignments, etc., will be disseminated via Canvas announcements. Please make sure that your contact information is updated and that you are signed up to receive notification of course announcements.

**Turning in assignments:** Students are required to provide all assignments in digital form, by the date and time they are due (extra time in case of documented emergencies or extreme circumstances will be considered).

**Late Papers and Tests:** Tests and papers will not be accepted late without medical documentation or review of specific circumstances.

**Electronic devices:** All electronic devices are allowed, as long as you use them for class purposes or for other necessary purposes (emergency calls and updates, essential time sensitive communications). Please make sure they do not interfere with the class or disturb other students, do not emit high volume sounds, and are set to reasonably silent mode.

**Student Honor Code and Student Conduct Code:** The University of Florida holds its students to the highest standards. Students are encouraged to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of these standards. The University principles address respect for people and property, for fairness, for Laws and Regulations, and for academic integrity. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action.

The University of Florida Student Honor Code and Student Conduct Code (UF Regulation 4.040) can be found at these links:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

<https://policy.ufl.edu/regulation/4-040/>

<https://policy.ufl.edu/wp-content/uploads/2020/12/UF-Regulation-4.040.pdf>

The processes of applying the codes can be found at the Dean of Students Office website:

<https://sccr.dso.ufl.edu/process/student-honor-code/>

<https://sccr.dso.ufl.edu/process/student-conduct-code/>

### **Academic Honesty:**

Academic honesty and integrity are fundamental values of the University. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Students commit to holding themselves and their peers to the high standard of honor required by the Student Honor Code. Any Student who becomes aware of a violation of the Student Honor Code is encouraged to report the violation to the appropriate University Official. Click the links above to read the Conduct Code. If you have any questions or concerns, please consult with the instructor.

**Plagiarism:** Plagiarism is defined in the University of Florida's Student Honor Code as follows: “A Student must not represent as the student’s own work all or any portion of the work of another person or Entity.” To avoid plagiarism students must give proper attribution to any source used or consulted (oral or written materials, published or unpublished), and clearly mark and attribute direct quotes. Students should follow their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. Plagiarism on any assignment will automatically result in a failing grade.

**Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

**Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center and provide appropriate documentation as early as possible in the semester. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. To get started use this link: <https://disability.ufl.edu/get-started/> or call 352-392-8565.

**Grading Policies and Scale:** Current university grades and grading policies are explained here:  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The grading scale used for this class:

	A	93-100+	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	68-69	D	63-67	D-	60-62
F	<60				

## Campus Resources

### Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. <https://umatter.ufl.edu/>
- *Counseling and Wellness Center:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. <https://counseling.ufl.edu/>
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website. <https://shcc.ufl.edu/>
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website. <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450. <https://gatorwell.ufsa.ufl.edu/>
- *University of Florida Police Department – UFPD.* Emergency and Police Assistance, <https://police.ufl.edu/>. Non-emergencies: 352-392-1111. For emergencies and immediate help call 9-1-1

## Academic Resources

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).  
<https://helpdesk.ufl.edu/>
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.  
<https://career.ufl.edu/>
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.  
<https://answers.uflib.ufl.edu/ask>
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.  
<https://academicresources.clas.ufl.edu/>
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>
- *Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code webpage for more information.  
<https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>
- *On-Line Students Complaints:* View the Distance Learning Student Complaint Process. <https://distance.ufl.edu/getting-help/student-complaint-process/>

## Additional lists of resources

There are additional resources on Campus, in Gainesville and in Alachua County, listed on UFL webpages, including:

- <https://www.ufadvising.ufl.edu/student-resources/>
- <https://academicresources.clas.ufl.edu/>
- <https://titleix.ufl.edu/get-help/campus-resources/>