Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: History

Effective year and term for implementation of action: [2015]Fall

Current Course Information

Prefix: HIST  
Number: 366  
Credits: 3  
Catalog Title: History of Middle East Since Muhammad

Section II. Application for Inclusion in the Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

- Knowledge: K1, K2, K3, K4
- Skills: S1, S2, S3
- Responsibility: R1, R2, R3
- Integration: I1

B. Provide the requested information for each identified learning outcome:

Responsibility 2 (R2): Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

As students explore the countries we tend to think of as in “the Middle East” and the empires out of which they emerged, students demonstrate knowledge about diverse cultures, environments, practices and values (element A). For example, the course begins with students exploring the earliest Islamic state and its relationships with both religious traditions (such as Judaism and Christianity) and state structures (such as the Byzantine and Sassanian empires) in the region that predated it. Students evaluate institutions and relationships of power as they evolved in that part of the world (element B). For example, students learn that the Islamic state quickly expanded into fertile river valleys where agriculture would support an empire that could become a leader in global commerce. They then explore how some regions within that empire asserted their independence, new empires formed, and they competed for commercial dominance amongst themselves and later with western powers. Students learn that collective decisions have global implications (element C). For example, students consider the ways in which decisions made by European powers after World War I about where to establish boundaries between nations impact current conflicts.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Students will evaluate the impact of systems, institutions and issues in local and global contexts and across cultures as they read about the Middle East in a variety of genres, examine art, listen to music, and watch documentary films. They will participate in discussions on D2L, take quizzes designed to make sure they understand what they have read or watched, and write short papers.

3. Identify and provide a rationale for the presence of all prerequisites.

Six credits of history, or junior standing or consent of instructor. This is the standard prerequisite for upper-division history courses which require some basic historical awareness and/or enough college coursework completed to suggest some exposure to basic critical thinking skills.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

As an example, students can meet element A by completing an assignment in which they compare and contrast the Joseph stories from the Old Testament and the Qur’an. Students will be asked to explain why these might look different, based on knowledge they have gained in the course. Students can meet element B when they write a paper that compares Ottoman, Safavid and Mughal Empires. They will be asked to explain how these three Islamic empires emerged with different systems of law, definitions of kingship and artistic and literary traditions - even though they were all based in the Islamic tradition. Students will be asked to consider geographical dimensions of this difference, as well. For example, they may note that the early Islamic state moved into Syria partly for fertile well irrigated farmland. Students will meet element C in a D2L discussion of Gelvin’s book on the Modern Middle East. They will be asked specifically to analyze the impact of historical decisions on current events.

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

Readings might include:
Weeks 1 and 2: The early Islamic state, the development of the Abbasid Empire, the devolution of the Abbasid empire and emergence of Turkic states, Mongol invasions, and the implications for global history. We will consider political structures, power relationships, religious, cultural and artistic traditions and how they changed.

Weeks 13 and 14: Ottoman Safavid and Mughal Empires and their place in global history. We will consider political structures, power relationships, religious, cultural and artistic traditions and how they adapted previous traditions in the region.

Weeks 15 and 16: The modern Middle East and its place in global history. We will consider political structures, power relationships, religious, cultural and artistic traditions.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 4 sections of this course and/or a similar R2 course

How many sections of the experience will be offered in the spring semester? 4 sections of this course and/or a similar R2 course

What will be the average size for each section of the experience? 28
5. Provide additional information on the learning experience such as:
   • Sample readings
   • Topical outline and timetable
   • Learning outcomes
   • A brief description of the experience (300 words maximum)
See sample syllabus attached. This course has been offered most recently as a summer online course. It can easily be taught in the classroom, as well.

6. Considering existing department/program resources, please provide answers to the following:

   How many sections of the experience will be offered in the fall semester? 4 sections of this course and/or a similar IL course
   
   How many sections of the experience will be offered in the spring semester? 4 sections of this course and/or a similar IL course
   
   What will be the average size for each section of the experience? 28

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| Date of Department/Program Approval (Include all department/program names and approval dates as appropriate): |
| 11-20-14 |

| College Curriculum Committee or Equivalent Action: |
| 12/4/2014 @ Approved @ Denied |

| University Liberal Education Committee Action: |
| @ Approved @ Denied |