

CAS GE to LE Core Application

Preparer(s)

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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:	Number:	Credits:
HIST	366	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	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input checked="" type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input checked="" type="checkbox"/> 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:

Michael Cook, *The Koran: A Very Short Introduction* (Oxford, 2000).
Michael Cook, *Muhammad* (Oxford, 1983).
Jonathan Bloom and Sheila Blair, *Islam: A Thousand Years of Faith and Power* (Yale, 2002).
al-Ghazali's *Path to Sufism*, trans. R.J. McCarthy (Fons Vitae, 2000).
James L. Gelvin, *The Modern Middle East*, 2nd. ed. (Oxford 2008).
Naguib Mahfouz, *Palace Walk* (Anchor, 1991).

Topical Outline:

Week 1: What "Islam" means. How we define the Middle East geographically, culturally, and politically. Common assumptions people make about the Middle East today.

Weeks 2-4: The Prophet Muhammad and the Qur'an.

Weeks 5-12: 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

Integration (11): Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts.

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.

One of the things we do at the beginning of the course is watch a video that challenges students to think about common assumptions people in the US make about Muslims. We come back to this throughout the course in discussions. For example, when we learn about the Baghdad "caliphate" we compare what we are learning to the way "the caliphate" is currently portrayed in the media. This type of discussion will encourage students to connect academic knowledge to their own experiences (element A). During this course students read and examine material in a variety of genres (history, literature, philosophy, theology, art, and music) and we put it all in historical context so that they can understand multiple dimensions of the societies they are studying. For example, when we read a philosophical text by al-Ghazali we consider which of his ideas are new, which echo ideas in the Judeo-Christian tradition, and which echo Aristotle. When writing the paper on this book, students explicitly connect an Abbasid philosophical text to other trends in Abbasid history (element B). At the end of the course and after reading a book on the modern history of the region, students will be asked to write an editorial about a current issue informed by their new knowledge (element C).

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 connect academic knowledge to their own experiences and make connections across disciplines 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. They will apply knowledge gained in one academic context to an experiential context as they write an editorial about an issue in the contemporary Middle East. This will be their final short paper.

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.

In the D2L discussion on common assumptions people make about Muslims, students will analyze examples of their own experience and values. In continued discussions throughout the course, culminating in the paper on Palace Walk, students will be asked to revisit their assumptions (Element A). In the paper on the Ottoman, Safavid and Mughal Empires students will connect examples and facts from two or more disciplines to address a question (Element B). They may discuss the fact that neo-platonic philosophy was more prevalent in Persia and was reflected in shiite theology, for example, whereas aristotelian philosophy informed the thinking of sunni theologians in Baghdad. They may note that the arts in the eastern Islamic world never really embraced the western Islamic tradition of not representing people, or even the prophet, and that this was based on how Islamic theology was reconciled with a very different artistic tradition. In the editorial they will adapt skills and knowledge gained in one academic context to an experiential context (Element C). For example, they may be asked to describe how the Muslim Brotherhood's ideology and the response of the Egyptian state to its activities in the early 20th century helped to shape that group's vision today and impact policy. For example, they might consider how the political radicalization of the group when it was underground has impacted perceptions of the Muslim Brotherhood today and how that complicates policy decisions.

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

Attachments

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General Notes and Comments:

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