

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

**GENERAL EDUCATION COMMITTEE**  
**REPORT TO**  
**THE ACADEMIC SENATE**  
**GE-081-156**

**HST 2213 – Introduction to Islam (GE C2)**

**General Education Committee**

**Date: 2/4/2016**

**Executive Committee  
Received and Forwarded**

**Date: 5/25/2016**

**Academic Senate**

**Date: 6/01/2016  
First Reading**

BACKGROUND:

The course HST 213: Introduction to Islam is an existing course that was modified and introduced for GE Area C2

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found to satisfy the GE SLO's and other requirements for Area C2.

RECOMMENDATION:





The GE Committee recommends approval of GE-081-56: HST 221- Introduction to Islam.

## HST - 2213 - Introduction to Islam

### C. Course - New General Education\* Updated

#### General Catalog Information

○ **\*\*READ BEFORE YOU BEGIN\*\***

1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.
2. Turn the help text on by clicking on the following icon .
3. All fields with an asterisk (\*) are required fields. If left blank, the request will not be launched and cannot be acted upon.
4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.
5. Attach additional documentation by clicking .

○ College/Department

#### History

○ Semester Subject Area

#### HST

#### Semester Catalog Number

2213

○ Quarter Subject Area

#### HST

#### Quarter Catalog Number

213

○ Course Title

Introduction to Islam

○ Units\*

(3)

○ C/S Classification\*

**C-02 (Lecture Discussion)**

- To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

○ Component\*

**Lecture**

○ Instruction Mode\*

**Face-to-Face**

**Fully Synchronous**

**Hybrid w/Asynchronous Component**

**Hybrid w/Synchronous Component**

○ Grading Basis\*

**Graded Only**

○ Repeat Basis\*

**May be taken only once**

- If it may be taken multiple times, limit on number of enrollments

**1**

- Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)
- Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)
- Choose appropriate type(s) of course(s)\*

- Major Course
- Service Course
- GE Course
- None of the above

- General Education Area / Subarea\*

**C2**

- To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

- **I. Catalog Description**

- **Catalog Description**

Introduction to Islam and Islamic culture. Muslim beliefs, societies, traditions, practices, rituals, and festivals. The evolution of the *Shari'ah* and the formation of law schools, religious sects, theology, mysticism, philosophy and science. Various issues from medieval to contemporary times.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

None

- **Corequisite(s)**

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.\***

A: Students who complete the course are expected to be able to:

-Describe the outlines of the history of Islam as a religion. (Program Objectives: Knowledge; Pre-Credential Training)

-Discuss the beliefs and practices of Muslims in their diverse cultural settings. (Program Objectives: Knowledge; Pre-Credential Training)

-Analyze the social, economic, political and historical factors relevant to the evolution of religious dogma and institutions. (Program Objectives: Analysis; Representation)

-Analyze Islam's relationship to the scientific tradition. (Program objectives: Knowledge; Analysis)

-Describe the structure of Islamic law and explain how it influences society. (Program Objectives: Knowledge; Analysis; Representation)

-Analyze how Islam is situated in the modern world and discuss relevant issues. (Program Objectives: Knowledge; Analysis; Representation)

- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**
- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

As a discipline in the Humanities, the study of religion encompasses all aspects of society and especially how those aspects might be related to the divine. Students in this course will learn about Islam as a world religion. They will learn about its origins, its relationship to other monotheistic faiths, and its manifestation in Middle Eastern society before its expansion to different cultures at different historical periods. Students will learn about the social forces, whether individuals or groups, that played a role in the various stages of Islamic history. Students will learn about the different expressions of Islam in the culture and arts. Students will read primary source material of religious, philosophical or artistic or literary content. Students will learn about Islamic institutions, practices and ideals upon which Islamic civilization was founded. Finally, students learn about the various theories that try to explain today's complex developments in Islam's relationship to society.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

**1a. Write effectively for various audiences.**

Students will describe through written assignments the history of Islam or other issues raised in class. These written assignments could be short essays or long ones

**1c. Find, evaluate, use and share information effectively and ethically.**

Students will analyze the social, economic, political and historical factors using the assigned text as well as sources found in on-line databases to complete their assignments. The assignments require the students to adhere to the highest ethical standards of using and sharing copyrighted material.

**1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

All written assignments will adhere to the good essay format which requires a structured argument with an introduction, a discussion of evidence and a conclusion. For example, students submit a report on the site visit along with supporting documentation.

**2b: Analyze major literary, philosophical, historical, or artistic works and describe their significance in society.**

Students will analyze primary documents and other works to describe the religious, social, economic, political and historical developments and place them in their proper historical context in order to evaluate the significance of those works to society.

**3b: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

Students submit a report about a site visit to one or more of the Islamic centers near Cal Poly Pomona or near the student's residence. The site visit could be that a student attends an activity or a lecture or that the student conducts an interview with an official at the center of choice. The class will decide upon the questions to be asked of all interviewees. This assignment will introduce students to the many complex challenges that local Muslim communities, which could be Vietnamese, Persian, Iraqi, or Pakistani, etc., face in their present environment or have faced back home.

- **General Education Outcomes\***
- Ia. Write effectively for various audiences**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

- To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

- **IV. Instructional Materials**

- Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.
- **Instructional Materials\***

There are various texts that could be assigned for this introductory course. Examples of such texts are:

Brown, Daniel *A New Introduction to Islam*. Oxford: Blackwell, 2009.

Denny, Frederick. *An Introduction to Islam*. 4<sup>th</sup> ed, New York: Pearson, 2011.

Wains, David. *Introduction to Islam*. Cambridge: Cambridge University Press, 2003.

- Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

- **V. Minimum Student Material**

- List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.
- **Minimum Student Material\***

textbook, notebook

- **VI. Minimum College Facilities**

- List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.
- **Minimum College Facilities\***

classroom, library, internet access,

- **VII. Course Outline**

- Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.
- **Course Outline\***

#### 1-The pre-Islamic Background

- The social, political and geographic context
- Zoroastrianism, Judaism and Christianity in Arabia
- Arabian Religious institutions

#### 2-Mecca, Muhammad and the establishment of Islam

- Prophecy and Revelation
- Nature of the *Ummah*/Community

#### -The Qur'an and the Sunna

#### 3-Muslim Dogma

- Monotheism
- Free will or Predestination
- The Five Pillars of the Faith
- Rituals and Festivals

#### 4-The Caliphate and the Islamic Expansion

- Nature of authority and theories of government
- The Kharijites and the Shi'a
- Taxation and the economy

#### -Social Classes

#### 5-Rationalism and the development of Islamic theology

- Rationalism and Islamic philosophy
- Islamic thought and the rationalist *Mu'tazila*

#### -Kalam as Theology

#### 6- Islam and the scientific tradition

- The Madrasa
- Astronomy and Mathematics
- Medicine

-Geography and travel literature.

#### 7- Evolution of Islamic Law

-The Qur'an and the Sunna

-Formation of Law schools

-family law

-the rise of biographies and historiography

#### 8-Sufism

-Rabi'ah and the rise of mystical dimension in Islam

-al-Ghazzali and the reconciliation of Sunnis and Sufism

-The development of Sufi Orders.

-The Mevlevis and alternate forms of worship.

#### 9-Islamic Art and architecture

-decorative and artisanal arts

-The Mosque and other religious architecture

-Alhambra and Taj Mahal

#### 10-Gender and Islam

-Status and the role of women

-Patriarchy or Divine order

-current issues and feminism.

#### 11-Modern developments

-Post-colonialism and issue of modernity

-Muslims in America

-Fundamentalism and political Islam

-Political violence and terrorism

### ○ **VIII. Instructional Methods**



- Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.
- Instructional Methods\*

lecture, discussion, face to face, small and large group discussion

○ **IX. Evaluation of Outcomes**

- Describe the methods to be used to evaluate students’ learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\*

Students' learning will be evaluated by a variety of methods including written exams (midterm and a final), attendance and participation, long essays, short essays and a site report.

- Describe the meaningful writing assignments to be included.\*

Students will be required to write a midterm and a final exam, in addition to a short essay, a long contemplative essay, and a site visit report. Essays will provide feedback for students to improve their writing.

- Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\*

Matrix showing the alignment of evaluation methods with program objectives:

Method of evaluation	Knowledge	Analysis	Representation	Pre-Credential Training
Exams	X			X
Short Essays	X	X	X	X
Long Essays	X	X	X	X
Participation	X		X	X

- If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\*

Matrix showing the alignment of evaluation methods with GE Area C2 SLO's

Method of evaluation	SLO Ia	SLO Ic	SLO Id	SLO IIb	SLO IIIb
Exams	X	X			
Short Essays	X	X	X	X	
Long Essays	X	X	X	X	
Site Report	X	X			X

<b>Participation</b>		<b>X</b>			<b>X</b>
----------------------	--	----------	--	--	----------

Ia. Write effectively for various audiences.

Students will be required to complete different take-home written assignments, which will allow for the opportunity to provide the students feedback on their writing for possible improvement.

Ic. Find, evaluate, use and share information effectively and ethically.

The writing assignments require research in a variety of databases, some will be suggested and others will be located by the students on their own. Therefore, the student will gain experience in deciding upon the relevant databases and in locating and using the information to complete the assignments. These assignments will adhere to the highest ethical standards of using and sharing copyrighted material.

Id: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

There are various short essay assignments that meet this SLO, such as the comparison between the Qur'an and the Bible regarding one topic or another. As such, students construct their arguments based on the evidence they encounter and present it in an essay that adheres to the good essay format which requires an introduction, a discussion of evidence and a conclusion.

Iib: Analyze major literary, philosophical, historical, or artistic works and describe their significance in society.

This assignment introduces the student to some major texts which also happen to be primary sources. Students analyze, for example, passages from the Qur'an or the Sunna of the Prophet and or other theological and philosophical works and describe their content. This analysis will be used by students to place these works in their context and to evaluate their significance to society.

IIIb: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Students are required to submit a written report on a site visit to one of the Islamic centers near Cal Poly Pomona or near the student's residence. Student attends a lecture or an activity at the center of choice and submits a report on the content of the lecture/activity, the concerns it addressed and how it addressed them; the site visit could also be an interview the student holds with an official at the center with previously agreed upon questions. Students submit a report on the site visit along with supporting documentation. This assignment generates a greater global awareness by introducing the student to the complex challenges the local Muslim communities, which could be Vietnamese, Iraqi, Pakistani, or Persian, are facing, or have faced back home and how they cope with such challenges.

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**