

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-083-156

HST 3313 – The Middle East from the rise of Islam to 1500 (GE Area C4)

General Education Committee

Date: 05/18/2016

Executive Committee
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016
First Reading

BACKGROUND:

This is a revised course for the semester calendar. The quarter course is HST 313.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-083-156, HST 3313 – The Middle East from the rise of Islam to 1500 for GE Area C4.

General Catalog Information**College/Department** History**Semester Subject Area** HST**Semester Catalog Number** 3313**Quarter Subject Area** HST**Quarter Catalog Number** 313**Course Title** The Middle East from the rise of Islam to 1500**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

Component* Lecture**Instruction Mode***
Face-to-Face
Fully Asynchronous
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* C4

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**

Muhammad and the rise of Islam. The Caliphate, state institutions and the Islamic expansion. Formation of Islamic society and institutions. Regionalization of the Islamic world. Western Asia and the Crusades. Anatolia and the Turks, Aftermath of the Mongol invasion to 1516.

II. Required Coursework and Background

Prerequisite(s)

Completion of all Area A (A1, A2, and A3) and Lower division C1, C2, C3.

Corequisite(s)

**Pre or Corequisite
(s)**

Concurrent

III. Expected Outcomes

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

(Program outcomes are in parenthesis):

- Describe the history of Islam and the development of Islamic civilization in the pre-modern period. (Knowledge, Pre-Credential Training)

-Discuss Islamic and Middle Eastern history in the context of world history. (Program objectives: Knowledge, Analysis, Pre-Credential Training)

-Gain an understanding of the political, social, economic, and cultural developments in the Middle East from the rise of Islam to the 16th century. (Program objective: Knowledge, Pre-Credential Training)

-Acquire an understanding of the necessary background for many of the contemporary issues in the Middle East. (Program objectives: Knowledge, Representation, Pre-Credential Training)

- Explain the interaction of Middle Eastern and European societies before, during and after the era of the Crusades and the impact of these contacts.

- Explain the interaction of Middle Eastern society with the peoples of central Asia and the impact of these interactions on the region. (Program Objectives: Knowledge, Analysis, Pre-Credential Training)

-Integrate and synthesize factual information and incorporate this information into analysis of broad themes of historical trends. (Analysis; Representation)

-Gain an understanding of the relationship between complex historical developments. (Program Objectives: Analysis; Representation)

-Develop the ability to read critically and to think analytically. (Program Objectives: Analysis; Representation)

-Evaluate and interpret methodological approaches through critical analysis of relevant texts or by preparing research-based projects which will be presented to the class for discussion. (Program Objectives: 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.

HST 3313 is an upper division history course that integrates the study of religion, philosophy and literature in order to achieve a synthetic view of Islamic and Middle Eastern societies before the modern period. Students learn about the historical factors that shaped Islamic theology, Islamic law, Islamic philosophy and Islamic sects, utilizing, thus, what students learn in different disciplines to formulate an understanding of the period. Students learn how Islam shaped political and cultural institutions, showing the connection, not only between the past and the present, but also between social reality and ideas, including religious thinking.

The course is also cross-cultural in its scope and content utilizing primary source documents to discuss the historical developments in different regions and how they all interacted in the Middle East. In discussing approaches to the field and in examining the history, students will be able to formulate their own hypotheses and test the theories that explain the course of history in that period. Through the readings in primary and secondary sources and through the different

assignments, students will be able to cultivate their critical thinking and writing ability.

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Each course in this category shall:

- include readings from original primary/historical sources, as opposed to only secondary sources.

This course uses many original materials, philosophy, religion, history

- promote original and critical thinking in writing and/or discussion.

Students discuss issues in a multidisciplinary manner and write about various subjects

- focus attention on understanding the interrelationships among the disciplines and their applications.

Since the readings are multidisciplinary, students will be able to make connections between the social sciences.

- examine ideas and issues covered in this area in deeper and/or broader more integrative ways.

- encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas.

Students have the opportunity to understand issues in a broader context

- identify and evaluate assumptions and limitations of ideas and models.

Students will be able to identify certain ideas and assumption through the study of the subject and thus engage with the material

- develop written and oral communication skills appropriate for an upper division course (completion of courses in Area A: Subareas A1, A2, & A3 is required.) *see no. 3 1a and 9 outcomes assessment*

- provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course. *See note on assessment*

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

3. Describe how the course meets the associated GE Student Learning Outcomes:

- 1a. Write effectively for various audiences.

Students will be required to write about various issues or topics in Islamic history to 1516

- lb. Speak effectively to various audiences.

Students, either individually or in groups, will discuss, or make audio-visual presentations about, various issues and topics in Islamic history.

- lc. Find, evaluate, use, and share information effectively and ethically.

Readings and other assignments will require students to visit databases for their research and they will be required to cite properly the sources and the information they selected.

- ld. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Written assignments require essays according to the 'good essay format'

that will have an introductory thesis followed by a discussion of a body of

evidence relevant to the assignment and then a conclusion.

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

Students will analyze passages from the Qur'an as a significant primary source and analyze philosophical tracts of, for example, al-Farabi on the *Virtuous State*, among other documents in the assigned readings. Students will be able place these works in their historical context in order to explain their significance to society.

IIc. Integrate concepts, examples, and theories from more

than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will analyze various documents about Islamic history that represent different disciplines, such as religious studies, philosophy, history, travel literature, the physical sciences and the visual arts, and thus students will be to integrate different concepts and theories from different disciplines in their analysis.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

The course allows students to analyze developments in Islamic history over a long time span and a wide geographic and cultural spread thus gain a perspective on the role played by the various factors in shaping institutions and societies.

General Education Outcomes*

Ia. Write effectively for various audiences

Ib. Speak effectively to 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.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

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 is no adequate one textbook that covers the content of this upper division synthesis course. The following list is suggestive and contains works from which reading materials could be selected to cover the course content:

Abu-Lughod, Janet. *Middle Eastern and North African Cities: A Historical Encyclopedia*. Cambridge: Cambridge University press, 2007

Ahmad, Leila. *Women in Islam: The Medieval Origins of a Modern Debate*. New haven, CT: Yale university press, 1991

Amitai-Preiss, Reuven. *Mongols and Mamluks: The Mamluk and Il-Khanid Wars, 1260-1281*. Cambridge: Cambridge University Press, 1995

Black, Anthony. *History of Islamic Political Thought: From the Prophet to the Present*. 2nd ed. Edinburgh, Edinburgh University Press, 2011

Bennison, Amira K. *The Great Caliphs: The Golden Age of the 'Abbasid Empire*. New Haven: Yale University Press, 2009.

Berkey, Jonathan. *The Formation of Islam: Religion and Society in the Near East, 600-1800*.
Cambridge: Cambridge
University Press, 2002.

Braswell, George. *Islam: Its Prophet, Peoples, Politics and Power*. Nashville, TN: Broadman and Holman, 1996.

Dunn, Ross. *The Adventures of Ibn*

Battuta: A Muslim Traveler of the Fourteenth Century. Los Angeles and Berkeley: University of California Press, 2004

Fakhry, Majid. *A History of Islamic Philosophy*. New York: Columbia University Press, 2004.

Halm, Heinz. *Shi'ism*. Edinburgh: Edinburgh University Press, 1991.

Hawting, G. R. *The First Dynasty of Islam: The Umayyad Caliphate AD 661-750*. (2nd ed.) London: Rutledge, 2000.

Holt, P. M. *The Age of the Crusades*. London: Longman, 1986.

Humphreys, Stephen. *From Saladin to the Mongols: The Ayyubids of Damascus*. Albany: SUNY Press, 1977.

Ibrahim, Mahmood. *Merchant Capital and Islam*. Austin: University of Texas Press, 1990.

Imber, Colin. *The Ottoman Empire, 1300-1650: The Structure of Power*. London: Palgrave MacMillan, 2009.

Kennedy, Hugh. *The Prophet and the Age of the Caliphate*. London: Longman, 1986.

Lapidus, Ira. *A History of Islamic Societies*. Cambridge: Cambridge University Press, 2002.

Morgan, David. *Medieval Persia*. London: Longman, 1988.

Nagel, Tilman. *The History of Islamic Theology: from Muhammad to the Present*. Princeton, N. J.: Markus Wiener, 2000.

Pormann, Peter and Emilie Savage Smith. *Medieval Islamic Medicine*. Edinburgh: Edinburgh University Press, 2007.

Renard, John. *Windows on the House of Islam: Muslim Sources on*

Spirituality and Religious Life. Berkeley and Los Angeles: University of

California Press, 1998.

Robinson, Chase. *Islamic Historiography*. Cambridge: Cambridge University Press, 2003.

Saliba, George. *Islamic Science and the Making of the European Renaissance*. Cambridge, MA: MIT Press, 2007.

Walker, Paul. *Fatimid History and Isma'ili Doctrine*.
London: Ashgate, 2008.

Yeomans, Richard. *The Art and Architecture of Islamic
Cairo*. Berkshire, UK: Ithaca Press, 2006.

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***

textbooks, notebooks, pen, paper

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*Part I: Muhammad and the rise of Islam

-Approaches to the study of Islamic history

-Sources for the study of Islamic history

-Pre-Islamic Arabia and Western Asia

-Developments in Mecca in the 6th century

-Muhammad in Mecca and Medina until 632 C. E.

- The Pillars of Islam; Islamic dogma and practice

-The Qur'an, Hadith and the Sunna.

Part II: The Caliphate and the rise of an Islamic Empire

-The Arab/Islamic expansion and the transformation of society

-Different visions of authority

- Conflict and the emergence of sectarian divisions

-The Umayyads in power; Arabism or Islamism?

-The Abbasids and the triumph of inclusion.

-The first Abbasid century.

Part III: Aspects of Islamic Civilization

-*Dar al-Hikma* and translations from Greek, Pahlavi and Sanskrit

-Islamic law: matters of worship and matters of transactions

-Islamic philosophy, Rationalism and Sufi Mysticism

-The rise of *kalam* (Islamic Theology)

-Astronomy and the medical sciences

-Historiography, Geography and Belle-letters

-Islamic cities, Commerce, Social classes, Muslims and non-Muslims.

-Art and Architecture and the decorative arts

Part IV: The Middle East In the era of the Crusades

-Regionalization of the Caliphate and loss of Abbasid power

-Peasant rebellions and the growth of mercenary armies; The Buyids.

-Rise of alternate Caliphates: The Fatimids; Islamic Spain

-Petty dynasties in Persia and the rise of the Turks

-Western Asia and Anatolia under Turkish rule

-Western Europe and the Crusades

-Saladin and Richard the Lion Heart.

-Ayyubids, the Madrasa and the rise of Arabic culture

-Ecological and environmental factors

Part V: The Legacy of the Mongols in the Middle East

- The Mongol invasions and the destruction of Baghdad

- The Il-Khans and Persian culture

- The Rise of the Mamluks in Egypt and Syria

- Mamluks, Mongols and Crusaders; Ibn Battuta

- Cultural interaction; Ibn Rushd and the Latin Averroests

- Arab society and culture in the Mamluk period

-The Black Death, Vasco da Gama and the demise of the Mamluk regime

Part VI: The Rise of the Ottomans to 1516

- The Battle of Manzikert and the Turkification of Anatolia

- Saljuks of Rum, Islamization and expansion

-The Mongol interregnum and the rise of the Ottomans.

-Ottoman State Institutions and the Capture of Constantinople.

-Portuguese maritime expansion and the Safavids of Persia

-Ottoman domination of the Middle East after the battle of Marj Dabiq in 1516

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, small and large group discussion, presentations

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.*

Student learning will be evaluated through a combination of methods including midterm and final exams, short essays or book reviews, oral presentations, and research papers.

Describe the meaningful writing assignments to be included.*

Students will be required to write several writing assignments. Students will be given feedback on their writing early in the semester so that later writing could integrate suggestions for improvement.

Exams	X			X			
Short essay	X		X	X	X	X	X
Book Review	X		X	X		X	X
Research	X		X	X	X	X	X
participation		X		X	X		
Oral Presentation		X		X	X		X

1a. Students will be required to write several short writing assignments book reviews or response to particular prompts, in addition to a research paper. Students will also take a midterm and a final exam.

1b. Students will be required to participate in class discussion. Students, either individually or part of a group, will present an audio-visual presentation.

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

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

Written assignments, whether book reviews or short essays, in addition to other

written assignments, will be based on evidence presented in the document

studied. Students construct their arguments in an essay that will have a thesis, a

body of discussion of evidence and a conclusion.

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

Students will analyze texts and documents that reflect different disciplines, such as Philosophy, History and religious Studies. Students analyze passages from the Qur'an or its commentaries or philosophical tracts by Averroes or Avicenna in addition to other documents the course offers. Students will analyze the significance of these documents among other works for society.

IIc.

Students will analyze texts and documents that reflect different disciplines, such as Philosophy, History and religious Studies. Students analyze passages from the Qur'an or its commentaries or philosophical tracts by Averroes or Avicenna in addition to other documents the course offers. Students will analyze the significance of these documents among other works for society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Through the readings and writing assignments, students will analyze the historical development of diverse cultures within the Middle East (Arab, Turkish,

Persian, Kurdish, etc.) in the Islamic period and how their interaction has shaped the region in practical and institutional ways, including political cultural institutions such as the Sultan, the *Madrasa*, the *Khanqah*, etc.

Method of	Ia:	Ib	Ic	Id	IIf	IId	IIIa
Exams	X			X			
Short essay	X		X	X	X	X	X
Book Review	X		X	X		X	X
Research	X		X	X	X	X	X
participation		X		X	X		
Oral Presentati		X		X	X		X

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.