CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-084-156

HST 3315 – The Middle East from 1500 (GE Area C4)

General Education Committee Date: 08/03/2016

Executive Committee

Received and Forwarded Date: 08/17/2016

Academic Senate Date: 08/31/2016

First Reading

BACKGROUND:

This is a revisioned course for the semester calendar. The quarter course is HST 315.

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-084-156, HST 3315 – The Middle East from 1500 for GE Area C4.

HST - 3315 - The Middle East from 1500

C. Course - New General Education* Updated

General Catalog Information						
College/Departmen	^t History					
Semester Subject Area	HST	Semester Catalog 3315 Number				
Quarter Subject Area	HST	Quarter Catalog 315 Number				
Course Title	The Middle East from 1500					
Units*	(3)					
C/S Classification *	C-02 (Lecture Discussion	n)				

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
	FullySynchronous
	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*	D4

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

The Modern Middle East from 1500. Social, economic and political developments. The Ottoman Empire and the Safavids. Local Provincial autonomy. The Nineteenth century and reform attempts from Muhammad Ali to Nasser; Colonialism, Nationalism and the rise of the Palestine question. The Islamic Republic, the Iraq war and its aftermath. Oil, modern developments and challenges.

II. Required Coursework and Background

Prerequisite(s)	
	Completion of all Area A (A1, A2, and A3) and Lower division D1, D2, D3.
Corequisite(s)	
Pre or Corequisite (s)	
(s)	
Concurrent	

III. Expected Outcomes

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

After the completion of this course, students (Program outcomes are in parenthesis):

- Describe the history of the Middle East in the modern period.

-Discuss 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 the16th 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 19th century colonial encounters.



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 3315 is an upper division course that allows students to study the history of the Middle East, and particular themes in that history, such as nationalism, women, oil wealth, and rural life through its politics, literature, and media arts in order to achieve a synthetic view and perhaps a better understanding of Middle Eastern societies in the modern period. Students learn the historical factors, individuals or ideas that shaped Middle Eastern societies during the last two centuries and could evaluate the connection between these complex forces as well as their role in shaping society.

The course is also cross-cultural in its scope and content utilizing primary source document to discuss the historical developments in different regions and how they all interacted to shape the Middle East. In discussing approaches to the field, students will be able to formulate their own hypothesis and test the theories that explain the course of history in the modern 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.*

. Write effectively for various audiences.

Students will be required to write about various issues or topics Middle Eastern history in the modern period.

Ib. Speak effectively to various audiences.

Students, either individually or in groups, will discuss, or make audiovisual presentations about, various issues and topics in Middle Eastern history.

Ic. 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. Adherence to the use of copyrighted material will be required.

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' which will have an introductory thesis followed by a discussion of a body of evidence relevant to the assignment and then a conclusion. IId. 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 Middle Eastern history that represent different disciplines, such as philosophy, political science, sociology, literature, anthropology and the visual arts, and thus students will be to integrate different concepts and theories from different disciplines in their analysis. 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 development 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.

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

Students will analyze issues such as oil and environmental degradation

the changing status of women, religion and politics, the Israeli-Palestine

conflict, among others, which have local and global implications.

Outcomes*

- General Education 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.
 - IId. 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 pracitces of individuals and societies.
 - 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 is no adequate one textbook that covers the content of this upper division synthesis course. Los Angeles hosts an annual Israeli film festival as well as an Arab film festival and students will be encouraged to attend one or the other or both and analyze one of the film screenings in the event that the festivals coincide with the course. Otherwise a list will be provided to the students at the beginning of the semester. A list of novels that cover the themes of the course will also be provided at the beginning of the semester. There are many articles on JSTOR that could also be assigned. The following list is suggestive and contains works, either could be assigned as a whole or from which readings could be selected to cover the course content:

Abrahamian, Ervand. *A History of Modern Iran*. New York and Oxford: Oxford University Press, 2008

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

Ayoub, Mohammad. *The Many Faces of Political Islam*. Ann Arbor, MI: University of Pennsylvania Press, 2008

Bates, Daniel and Amal Rassam.

Peoples and Cultures of the Middle

East. 2nd edition. Saddle Back, N. J.:

Prentice Hall, 2001

Cleveland, William and Martin Bunton.

A History of the Modern Middle East. 5th edition. Boulder, CO: Westview Press, 2013

Galpern, Steve. *Money, Oil, and Empire in the Middle East*. Cambridge: Cambridge University Press, 2013

Gelvin, James. *The Arab Uprisings:*What Everyone Needs to Know. Oxford:
Oxford University Press, 2015

Gelvin, James. *The Modern Middle East: A History*. Oxford: Oxford University Press, 2011

Goldschmidt, Arthur. *Modern History of Egypt: The Formation of a Nation State*. Boulder, CO: Westview Press, 2004

Jones, Toby. *Desert Kingdom: How Oil and Water Forged Modern Saudi Arabia*. Cambridge, MA: Harvard University Press, 2010

Khalidi, Rashid. Sowing Crises: The Cold War and American Dominance in the Middle East. Boston: Beacon Press, 2011

Lesch, David. Syria: The Fall of the House of Assad. New Haven, CT: Yale University Press, 2013

Lesch, David W. *The Middle East and the United States: A Historical and Political Assessment*. Boulder, CO: Westview Press, 2007.

Mernissi, Fatima. *Islam and Democracy: Fear of the Modern World.*New York: Addison-Wesley, 1991.

Morris, Benny. *Righteous Victims: A History of the Zionist-Arab Conflict,* 1881-2001. New York: Vintage, 2001

Osman, Tarek. Egypt on the Brink: From Nasser to the Muslim Brotherhood. New Haven, CT: Yale University Press, 2013

Pape, Ilan. *The Modern Middle East*. 2nd edition. London: Rutledge, 2005

Pierce, Leslie. *The Imperial Harem:* Women and Society in the Ottoman Empire. Oxford: Oxford University Press, 1993

Shaw, Stanford. History of the Ottoman

Empire and Modern Turkey, Vol. II. Cambridge: Cambridge University Press, 1997.

Smith, Charles. A History of Palestine and the Arab Israeli Conflict. 8th edition. New York: St. Martin's Press, 2012

Tripp, Charles. *A History of Iraq*. Cambridge: Cambridge University Press, 2007

Zurcher, Erick. *Turkey: A modern History*. London: I. B. Taurus, 2004textbooks, notbooks

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

VI. Minimum College Facilities

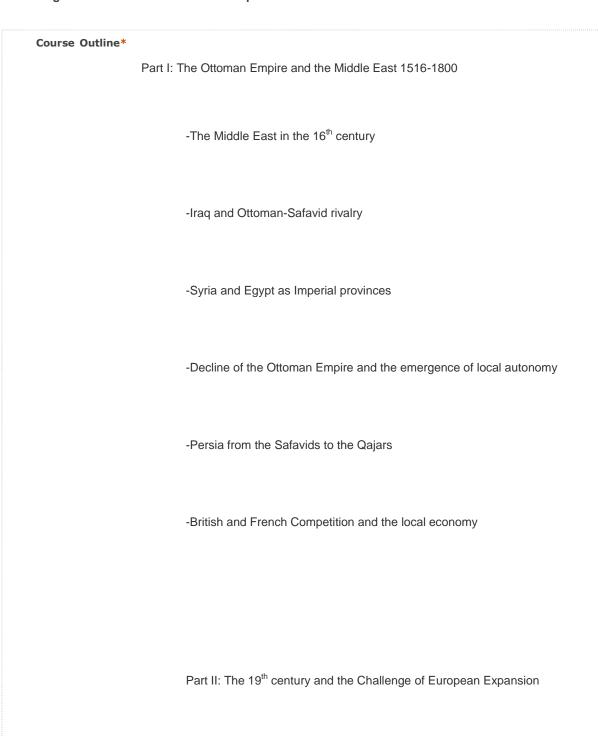
List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

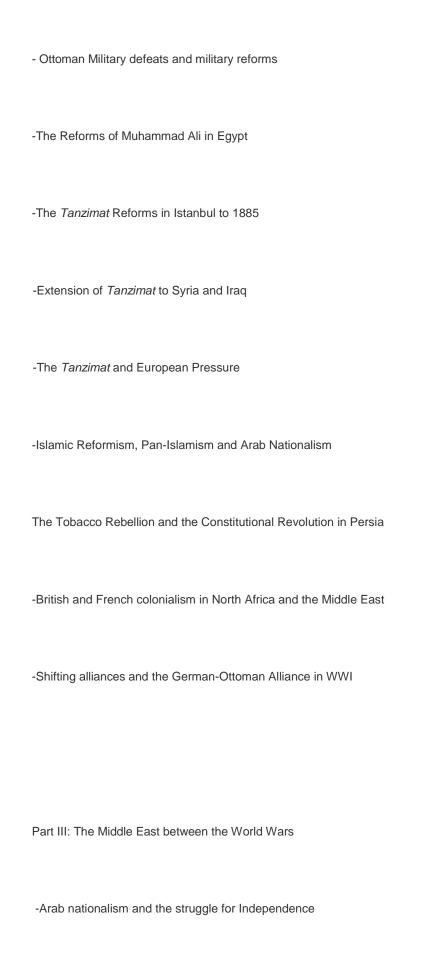
Minimum College Facilities*

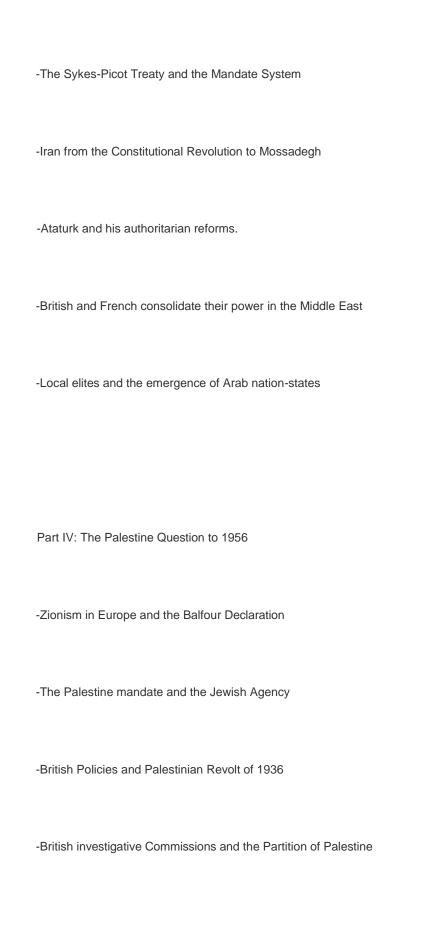
classroom, internet access, library

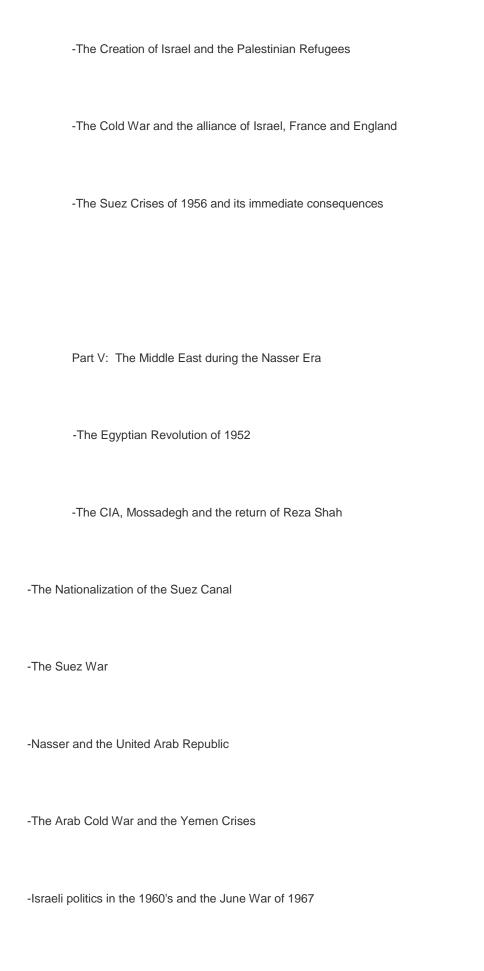
VII. Course Outline

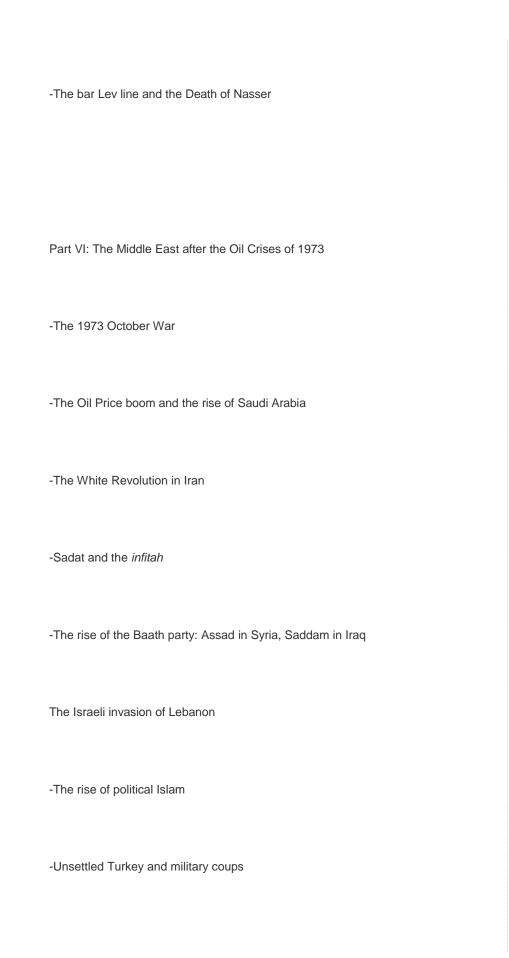
Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide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

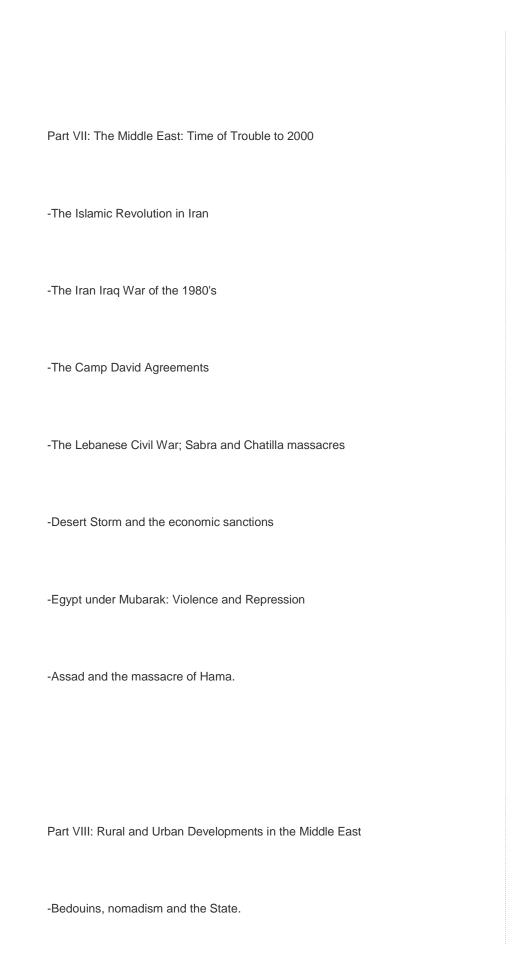


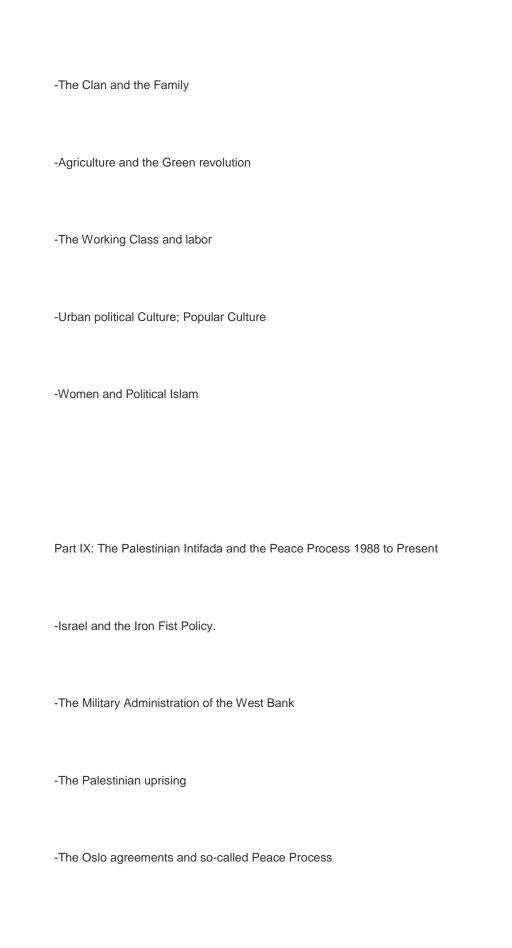


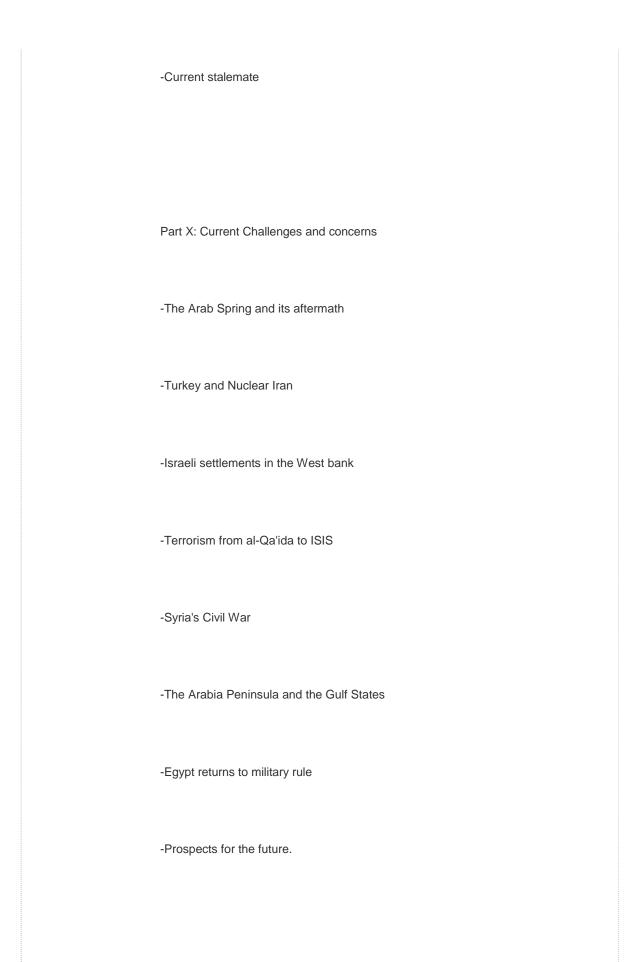












VIII. Instructional Methods

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, presentation

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 or film 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.

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.*

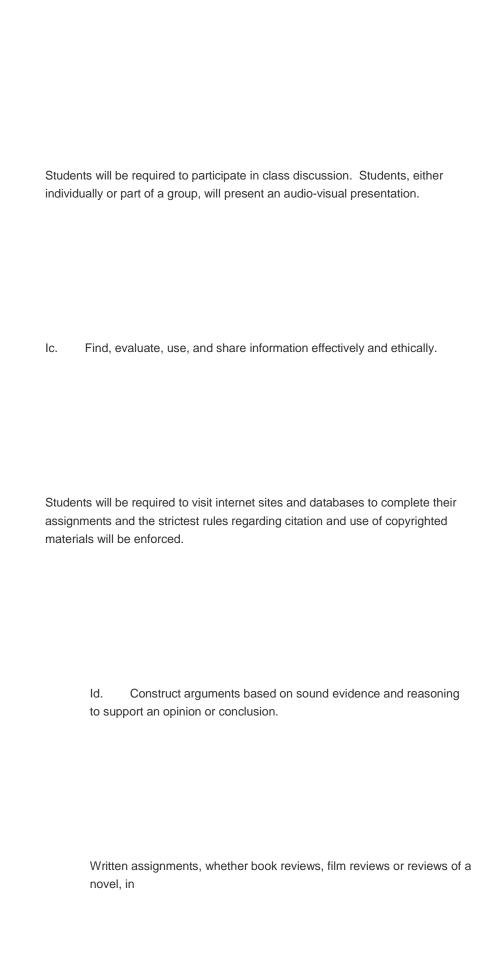
Method of evaluation	Knowledge	Analysis	Representation	Pre- Credential Training
Exams	Х			х
Film/Novel Book Reviews	Х	Х	x	х
Long Essays/Research Papers	X	x	X	х
Oral Presentations/ Participation	Х		Х	Х

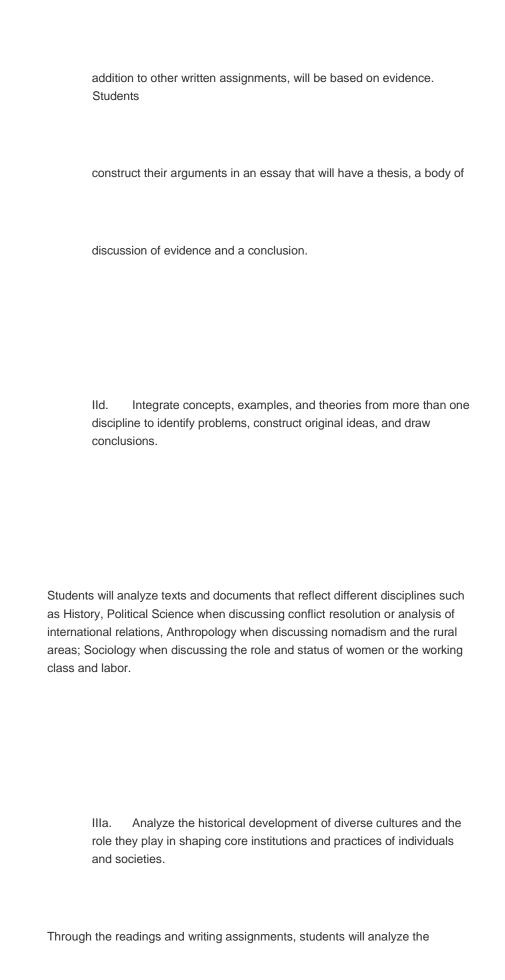
If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Write effectively for various audiences.

Students will be required to write several short writing assignments, such as film reviews, book review or a review of a novel, in addition to a research paper. Students will also take a midterm and a final exam.

Ib. Speak effectively to various audiences.





historical development of diverse cultures within the Middle East (Arab, Turkish, Persian, and Israeli) in the modern period and how their interaction has shaped the region in practical and institutional ways.							
IIIb. issue	Analyzons confron					and ethics	s of social
The whole course is an examination and analysis of diverse attitudes, principles and value systems that prevail in the modern Middle East and how their interaction has produced issues that are of local and global concerns, whether it is the issue of Palestine or the development of terrorism, among other issues of global concern.							
Matrix showir	ng the alig	nment of t	the evalua	ation metl	hods with	the SLO's	s for C4
Method of evaluation	Ia:	Ib	Ic	Id	IIb	IId	IIIa
Exams	х			Х			

Short essays	х		х	х	х	X	X
Film/Novel Reviews	x		x	x		X	X
Research papers	х		X	X	X	X	X
participation		Х		Х	X		
Oral Presentation		X		X	X		Х

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

Department/ College Required ECO Information (Optional)