

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

09/28/2016
Second Reading

BACKGROUND:

This is a revised 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/Department History	
Semester Subject Area HST	Semester Catalog Number 3315
Quarter Subject Area HST	Quarter Catalog Number 315
Course Title The Middle East from 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* <ul style="list-style-type: none"> 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)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> 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	<p>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.</p>
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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)**

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 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 19th century colonial encounters.

-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 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.*

la. Write effectively for various audiences.

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

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 Middle Eastern 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. 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.

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 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.

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.

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.

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: Routledge, 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, 2004 textbooks, notebooks

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.

Course Outline*

Part I: The Ottoman Empire and the Middle East 1516-1800

-The Middle East in the 16th century

-Iraq and Ottoman-Safavid rivalry

-Syria and Egypt as Imperial provinces

-Decline of the Ottoman Empire and the emergence of local autonomy

-Persia from the Safavids to the Qajars

-British and French Competition and the local economy

Part II: The 19th century and the Challenge of European Expansion

- Ottoman Military defeats and military reforms

-The Reforms of Muhammad Ali in Egypt

-The *Tanzimat* Reforms in Istanbul to 1885

-Extension of *Tanzimat* to Syria and Iraq

-The *Tanzimat* and European Pressure

-Islamic Reformism, Pan-Islamism and Arab Nationalism

The Tobacco Rebellion and the Constitutional Revolution in Persia

-British and French colonialism in North Africa and the Middle East

-Shifting alliances and the German-Ottoman Alliance in WWI

Part III: The Middle East between the World Wars

-Arab nationalism and the struggle for Independence

-The Sykes-Picot Treaty and the Mandate System

-Iran from the Constitutional Revolution to Mossadegh

-Ataturk and his authoritarian reforms.

-British and French consolidate their power in the Middle East

-Local elites and the emergence of Arab nation-states

Part IV: The Palestine Question to 1956

-Zionism in Europe and the Balfour Declaration

-The Palestine mandate and the Jewish Agency

-British Policies and Palestinian Revolt of 1936

-British investigative Commissions and the Partition of Palestine

-The Creation of Israel and the Palestinian Refugees

-The Cold War and the alliance of Israel, France and England

-The Suez Crises of 1956 and its immediate consequences

Part V: The Middle East during the Nasser Era

-The Egyptian Revolution of 1952

-The CIA, Mossadegh and the return of Reza Shah

-The Nationalization of the Suez Canal

-The Suez War

-Nasser and the United Arab Republic

-The Arab Cold War and the Yemen Crises

-Israeli politics in the 1960's and the June War of 1967

-The bar Lev line and the Death of Nasser

Part VI: The Middle East after the Oil Crises of 1973

-The 1973 October War

-The Oil Price boom and the rise of Saudi Arabia

-The White Revolution in Iran

-Sadat and the *infitah*

-The rise of the Baath party: Assad in Syria, Saddam in Iraq

The Israeli invasion of Lebanon

-The rise of political Islam

-Unsettled Turkey and military coups

Part VII: The Middle East: Time of Trouble to 2000

-The Islamic Revolution in Iran

-The Iran Iraq War of the 1980's

-The Camp David Agreements

-The Lebanese Civil War; Sabra and Chatilla massacres

-Desert Storm and the economic sanctions

-Egypt under Mubarak: Violence and Repression

-Assad and the massacre of Hama.

Part VIII: Rural and Urban Developments in the Middle East

-Bedouins, nomadism and the State.

-The Clan and the Family

-Agriculture and the Green revolution

-The Working Class and labor

-Urban political Culture; Popular Culture

-Women and Political Islam

Part IX: The Palestinian Intifada and the Peace Process 1988 to Present

-Israel and the Iron Fist Policy.

-The Military Administration of the West Bank

-The Palestinian uprising

-The Oslo agreements and so-called Peace Process

-Current stalemate

Part X: Current Challenges and concerns

-The Arab Spring and its aftermath

-Turkey and Nuclear Iran

-Israeli settlements in the West bank

-Terrorism from al-Qa'ida to ISIS

-Syria's Civil War

-The Arabia Peninsula and the Gulf States

-Egypt returns to military rule

-Prospects for the future.

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

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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	X			X
Film/Novel Book Reviews	X	X	X	X
Long Essays/Research Papers	X	X	X	X
Oral Presentations/ 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.*

1a. 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.

1b. Speak effectively to various audiences.

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

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

Students will be required to visit internet sites and databases to complete their assignments and the strictest rules regarding citation and use of copyrighted materials will be enforced.

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

Written assignments, whether book reviews, film reviews or reviews of a novel, in

addition to other written assignments, will be based on evidence.
Students

construct their arguments in an essay that will have a thesis, a body of

discussion of evidence and 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 texts and documents that reflect different disciplines such as History, Political Science when discussing conflict resolution or analysis of international relations, Anthropology when discussing nomadism and the rural areas; Sociology when discussing the role and status of women or the working class and labor.

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

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

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

**Department/
College Required
ECO Information
(Optional)**