

HIST 8: ISLAM AND THE WEST

In Workflow

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Approval Path

1. Tue, 21 Jan 2020 12:45:58 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Tue, 21 Jan 2020 20:34:09 GMT
Jeffrey Wilson (jkwilson): Rollback to HIST Committee Chair for HIST Chair
3. Wed, 22 Jan 2020 21:48:26 GMT
Khal Schneider (schneider): Rollback to Initiator
4. Wed, 22 Jan 2020 21:58:40 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Thu, 23 Jan 2020 17:58:40 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Wed, 05 Feb 2020 19:20:33 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
7. Thu, 06 Feb 2020 23:38:20 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 22 Jan 2020 21:57:26 GMT

Viewing: HIST 8 : Islam and the West

Last edit: Wed, 22 Jan 2020 21:57:24 GMT

Changes proposed by: Serpil Atamaz-Topcu (219695061)

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Catalog Title:

Islam and the West

Class Schedule Title:

Islam and the West

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

8

Course ID: (For administrative use only.)

137701

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

History of Islamic Civilization (HIST 8) was designed as a GE course many years ago as part of the World Civilizations requirement, which does not exist anymore. As a survey class that covers a large geographical area and a long time-period (1500 years), it has a high DFW rate (20.1%), and an achievement gap between underrepresented minorities (URMs) and non-URMs (-10.5%). Competing against a wide range of courses, HIST 8 fails to attract a broad and diverse group of students. The main objectives in redesigning HIST 8 are improving student access, engagement, and success through new pedagogical methods that entails interactive and collaborative learning and prioritizes developing students' reading, writing, oral communication, and critical thinking skills rather than giving them as much content as possible. The redesign also entails changes in the course title, catalog and course descriptions, the learning objectives, parts of the content, the weekly outline, and the textbook.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introductory survey of basic events, themes, issues, and concepts in Islamic history from the rise of Islam to the present, with emphasis on the encounters and exchanges between the Islamic world and the "West" (Europe and the United States). Topics include: The similarities between Islam, Judaism and Christianity; the religious, political, social, and cultural developments in the Islamic world and their impact on western civilization; colonialism; nationalism; religious revivalism; and revolutionary movements.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students who successfully complete this course will be able to:

1. Identify the commonalities between Islamic beliefs and rituals with those of Judaism and Christianity
2. Show familiarity with the main events, themes, issues, and concepts in Islamic history
3. Demonstrate knowledge about the diversity in the Islamic world
4. Give examples of the social, cultural, and political interaction between Islamic and Western worlds
5. Analyze how the relationship between the West and the Islamic world have changed over time

Attach a list of the required/recommended course readings and activities:

Hist 8 Reading and Activity List.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Participation (20%-200 points): This is an interactive course, which requires active and regular student participation. In addition to short lectures, classes will consist of various activities such as Q & A, group and class discussions, games, simple research assignments, writing and critical thinking exercises, brainstorming, analysis of primary sources etc. (1, 2, 3, 4, 5, 6)

Primary Source Analysis (20%-200 points): (One-page, single-spaced, 400-500 words): Students are required to write a total of five response papers (40 points each) throughout the semester analyzing the historical significance of specific primary sources. The purpose of these papers is to familiarize students with historical documents, to improve their writing and critical thinking skills, and to help them prepare for the exam. (2, 3, 4, 5, 6)

Midterm (20%-200 points) and Final Exam (20%-200 points): The exams will consist of definition, short answer, and essay questions. The essays need to be comprehensive, analytical, and have an argument (thesis), which is supported by specific examples from the readings and the class lectures. (1, 2, 3, 4, 5, 6)

Video Assignment (10%-100 points): Students are expected to work in groups to do research on an assigned topic and create a 5-minute video to present their findings at the end of the semester. The videos should help communicate students' research in a clear, concise, engaging, and creative way. (2, 6)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:**Programs:**

Minor in Middle East and Islamic Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST 8 Islam and the West.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

This course is an introductory survey of basic events, themes, issues, and concepts in Islamic history from the rise of Islam in the 6th century to the present, with emphasis on the encounters and exchanges between the Islamic world and the "West".

Develops an understanding of and appreciation for the diversity of the human community.

This course examines Islamic beliefs and rituals in comparison to those of Judaism and Christianity, discussing both the similarities and the differences. It also studies the diverse Muslim communities in Asia, Europe, and Africa, and the political, military, social, and cultural impact they made on the Western world.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

In this course, students will not only learn about the history of Islam and its interaction with the Western world, but also gain familiarity with the sources and methods scholars use to study Islamic culture and civilization through readings, assignments, and in class activities such as analysis of primary sources, critical thinking exercises, and working on small research projects. Students will get the opportunity to work in groups on formulating questions, doing research to find reliable and appropriate sources to answer their questions, and synthesizing and sharing their findings in different formats.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course will demonstrate how Islamic beliefs, customs, values, institutions, and practices have developed and evolved over time in the context of local, regional, and global changes in the political, social, economic, and military areas as well as how they vary from one area and time period to another. Studying issues such as religion, language, marriage, humor, literature, scientific production etc., students will have a chance to examine and explain how culture plays a role in shaping societies in different ways.

Compare and analyze various conceptions of humankind.

This course requires students to compare and analyze the values, beliefs, practices, and experiences of different Muslim communities (Sunnis, Shi'ites, Sufis, Arabs, Persians, Turks, Mongols etc.). It also encourages comparing and analyzing the main themes, concepts, and issues in Islamic history with those in the history of the Western world, and understanding how they change over time.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The course examines the development of a diverse Islamic culture in Asia, Europe, and Africa from the 6th century to the present and the historical circumstances that have shaped this development. It also studies how Islamic beliefs, ideas, values, and practices have both influenced and been influenced by the western culture in particular.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

This course studies the diverse beliefs, rituals, values, experiences, and perspectives of various ethnic groups in the Muslim world, their interactions with the Western world, and their contributions to world history. It also examines women's rights and status in the Islamic world and how it has changed over time due to different factors.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

There are two exams (midterm and final) that include essay questions, and five short primary source analysis papers (400-500 words) in this course. Students have the chance to have their lowest score dropped by submitting a sixth paper. The purpose of these papers is to familiarize the students with historical documents, to improve their writing and critical thinking skills, and to help them prepare for the exam.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The revised course still meets the G.E. criteria and objectives

Reviewer Comments:

Jeffrey Wilson (jkwilson) (Tue, 21 Jan 2020 20:34:09 GMT):Rollback: Hi Serpil,I imagine the Curriculum Committee will want a more substantial justification for revising the course. You might say the old version did not accurately reflect your approach to the course, or that you're making revisions to make the course more accessible to students. Best - Jeff

Khal Schneider (schneider) (Wed, 22 Jan 2020 21:48:27 GMT):Rollback: Rollback

Key: 2743