**New Course**

**Curriculum Modification Proposal**

**HIS1503: The Modern Middle East and North Africa**

**(3 Class hours, 3 credits)**

**Prerequisites: CUNY Proficiency in Reading and Writing**

**Proposed by Stephanie Boyle**

**Social Science Department**

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New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf)for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **History 1503: The Modern Middle East and North Africa** |
| **Date** | **2/19/2015** |
| **Major or Minor** | **Major** |
| **Proposer’s Name** | **Stephanie Boyle** |
| **Department** | **Social Science** |
| **Date of Departmental Meeting in which proposal was approved** | **2/5/2015** |
| **Department Chair Name** | **Jean Hillstrom** |
| **Department Chair Signature and Date** | **C:\Users\JHillstrom\Desktop\Kubeck Hillstrom signature.jpg** |
| **Academic Dean Name** | **Karl Botchway** |
| **Academic Dean Signature and Date** | **Feb 23rd, 2015** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This course is an introduction to the history of the Modern Middle East. The course will be chronological in approach and begin at the end of the 18th century and conclude with the contemporary Middle East and North Africa (MENA). Students will explore the transformation of the Middle East and how it changed from a group of Ottoman provinces to modern nation-states engaged in international politics and globalization. By the end of this course, students should have a nuanced vision of the politics, society and culture of the modern Middle East. The student will also be able to engage intellectually with primary source documents and write small concise analytical papers using those sources. Major themes that will be addressed in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | HIS1503- is an important course that will diversify the course offers of the history discipline. It fills a lacuna in the curriculum and offers students new perspectives on the history of different parts of the world.  This course is proposed as a Pathways flexible core offering in the field of World Cultures and Global Issues. While this is a history course and offered as a general education requirement, it is intended to attract students with a variety of interests. Current geopolitical realities offer a foundation to spark student interest in the region. This course also speaks directly to City Tech’s demographics and potential interests. Many students come from Middle Eastern backgrounds or share religious heritage with the region and have interest in learning the historical context. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | This is a new course proposal and new submission. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | n/a |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | x |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | n/a |
| Detailed rationale for each modification (this includes minor modifications) | n/a |

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx)and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | History 1503: Modern Middle East and North Africa |
| **Proposal Date** | February 19, 2015 |
| **Proposer’s Name** | Stephanie Boyle |
| **Course Number** | HIS1503 |
| **Course Credits, Hours** | (3 credits, 3 hours) |
| **Course Pre / Co-Requisites** | CUNY Proficiency in Reading and Writing |
| **Catalog Course Description** | This course is an introduction to the history of the Modern Middle East and North Africa from the 18th century to the present. Major themes in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course will fill a lacuna in the curriculum that focuses on the history of the Middle East. Because of contemporary geopolitical realities coupled with City Tech’s demographic, this course will enrich the current history offerings. |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes, World Cultures and Global Issues |
| **Intent to Submit as An Interdisciplinary Course** | No |
| **Intent to Submit as a Writing Intensive Course** | No |

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | x |
| * Brief Rationale | x |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | x |
| **Course Outline**  Include within the outline the following. | **x** |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | x |
| Prerequisites/Co- requisites | x |
| Detailed Course Description | x |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | x |
| Example Weekly Course outline | x |
| Grade Policy and Procedure | x |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | x |
| Library resources and bibliography | x |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. | x |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | x |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | x |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | no |
| Where does this course overlap with other courses, both within and outside of the department? | no |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | yes |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | n/a |
| **Course Design**  Describe how this course is designed. | x |
| Course Context (e.g. required, elective, capstone) | x |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | x |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | x |
| How does this course support Programmatic Learning Outcomes? | x |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | no |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | na |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development) | na |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | na |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | na |
| Established Timeline for Curricular Experiment | na |

**History 1503: The Modern Middle East and North Africa**

Course Description

This course is an introduction to the history of the Modern Middle East. The course is chronological in approach and begin at the end of the 18th century and conclude with the contemporary Middle East and North Africa (MENA).  Students explore the transformation of the Middle East and how it changed from a group of Ottoman provinces to modern nation-states engaged in international politics and globalization. By the end of this course, students should have a nuanced vision of the politics, society and culture of the modern Middle East. The student will also be able to engage intellectually with primary source documents and write small concise analytical papers using those sources Major themes in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution.

Students explore a variety of themes by looking at the Middle East and North Africa from different vantage points. Students are exposed to Middle Eastern music, literature and film to enrich the political and chronological narrative that underscores the course.

Course Rationale and Needs Assessment

History 1503- is an important course that will diversify the course offers of the history discipline. It fills a lacuna in the curriculum and offers students new perspectives on the history of different parts of the world.

This course is proposed as a Pathways flexible core offering in the field of World Cultures and Global Issues. While this is a history course and offered as a general education requirement, it is intended to attract students with a variety of interests. Current geopolitical realities offer a foundation to spark student interest in the region. This course also speaks directly to City Tech’s demographics and potential interests. Many students come from Middle Eastern backgrounds or share religious heritage with the region and have interest in learning the historical context.

Initial enrollment numbers would be expected around 25 with the hopes of adding other courses that would focus on the Middle East and the Muslim World.

**NEW YORK CITY COLLEGE OF TECHNOLOGY THE CITY UNIVERSITY OF NEW YORK**

**SOCIAL SCIENCE DEPARTMENT**

**COURSE OUTLINE**

**HIS 1503-Modern Middle East and North Africa (3 class hours, 3 credits)**

**Prerequisite: CUNY Proficiency in Reading and Writing**

**Course Description:** This course is an introduction to the history of the Modern Middle East and North Africa from the 18th century to the present. Major themes in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution.

**Suggested Texts: (A textbook will be required reading for every section of this course. The specific text assigned will be chosen the by the section’s instructor)**

*The Modern Middle East: A History* 5th edition William Cleveland

*Sources in the History of The Modern Middle East* Akram Khater

*Adrift on the Nile*  Naguid Mahfouz

*The Road to Al-Qaeda* Montasser al-Zayyat

**Content Learning Outcomes and Assessment Measures**

| **LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:** | **ASSESSMENT METHOD: Instructional activity and evaluation methods. Students will:** |
| --- | --- |
| Distinguish between different approaches to Middle Eastern history. | Read and discuss a variety of historical texts. Students will use these texts to complete written assignments and presentations. |
| Understand how historians utilize sources and critical analysis to draw historical conclusions. | Use primary and secondary sources to create their own historical conclusions. Students will discuss their conclusions in written quizzes and exams, as well as in oral in-class presentations. |
| Explain how the impact of western and non-western peoples shaped the foundation of the modern world. | Read from a variety of primary and secondary sources in history, philosophy, sociology, and economics. Students’content knowledge and critical thinking ability will be tested through in class quizzes and exams, as well as through in-class discussion and class presentations. |

**General Education Objectives and Assessment Methods**

| **LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:** | **ASSESSMENT METHOD: Instructional Activity, Evaluation Methods and Criteria.** |
| --- | --- |
| **KNOWLEDGE**: Engage in historical inquiry, research, and analysis. | Students will demonstrate the ability to evaluate a variety of historical sources for their credibility, position, and perspective, as well as contextualize materials from the past with appropriate precision and detail. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations. |
| **Skills:** Understand the complex nature of the historical record and generate significant, open-ended questions about the past and devise research strategies to answer them. | Students will demonstrate the ability to 1) Distinguish between primary and secondary source materials and decide when to use each, 2) Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past, and 3) Recognize the value of conflicting narratives and evidence, 4) Generate significant, open-ended questions about the past and devise research strategies to answer them, 5) Seek a variety of sources that provide evidence to support an argument about the past, 6) Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence, and 7) Identify and summarize other scholars’historical arguments. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations. |
| **Integration:** Craft historical narrative and argument. | Students will demonstrate the ability to 1) Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed, 2) Write effective narrative that describes and analyzes the past for its use in the present, 3) Understand that the ethics and practice of history mean recognizing and building on other scholars’work, peer review, and citation, and 4) Defend a position publicly and revise this position when new evidence requires it. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations. |
| **Values, Ethics, and Relationships:** Practice historical thinking as central to engaged citizenship. | Students will demonstrate the ability to 1) Engage a diversity of viewpoints in a civil and constructive fashion, 2) Work cooperatively with others to develop positions that reflect deliberation and differing perspectives, and 3) Apply historical knowledge and analysis to contribute to contemporary social dialogue. Students will be assessed through written exams, quizzes, assignments, in-class discussion and group presentations. |

**Suggested Course Grade Scale:**

Examinations 30- 40%

Paper Assignments: 40%

Quizzes: 5-10%

Attendance and Participation: 5-10%

**Academic Integrity Statement**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

**College Policy on Attendance/Lateness**

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

|  |  |
| --- | --- |
| **Class Meets** | **Allowable Absence** |
| **1 time/week** | 2 classes |
| **2 times/week** | 3 classes |
| **3 times/week** | 4 classes |

Each department and program may specify in writing a different attendance policy for courses with laboratory, clinical or field work.

If the department does not have a written attendance policy concerning courses with laboratory, clinical or field work, the College policy shall govern.

It is the responsibility of the instructor to keep accurate records of every student’s attendance and to inform each class orally and in writing of the applicable attendance policy during the first two weeks of class meetings each semester.

1. Excessive Absence

If a student’s class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of “WU”may be assigned. If the student remains officially registered for a course and never attends that course, a final grade of “WN”(failure) must be assigned by the instructor.

If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

2. Appeals

A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision.

3. Lateness

Each department will establish a policy regarding student lateness in its courses. Lateness policies are to be announced and distributed to the faculty by the department chairperson. It is the responsibility of the instructor to keep a record of lateness and to inform each class orally and in writing of the lateness policy during the first two weeks of class meetings of each semester.

**Sample Sequence of Weekly Topics**

| **Week** | **Topic** | **Suggested Instructional Activities** |
| --- | --- | --- |
| 1 | The Rise and Expansion of Islam- Students should understand rudimentary facts about the rise of Islam, the basic tenants and how Islam changed and transformed over time. They should be able to use this information to establish the foundation Muslim religious structures in place at the end of the 18th century. They should understand the social structure, the millet system and social landscape of the urban and rural Middle East. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |
| 2 | The changing landscape of the Middle East and the making of Modern Egypt- Students should understand the historical context of political landscape of the Middle East when Napoleon arrived in Egypt in 1798. They should understand the political structure of the Ottoman Empire and its relationship to Britain, France and Russia. Students should be able to understand the terms *ulema* (religious elites), *waqf* (religious endowment), and *janissary*. | In class discussion based on pointed essay questions from the readings.  This activity will build students’ knowledge by reinforcing material discussed during the lecture |

| **Week** | **Topic** | **Suggested Instructional Activities** |
| --- | --- | --- |
| 3 | Tanzimat and Ottoman Transformation 1830s-1870s  Students should understand the movement towards notions of Ottoman citizenship. They should understand the impact of Greek independence on the Ottoman bureaucratic system, the rise of constitutional ideals and the Islamic response to the shift. Students should be able to discuss the urban renewal and transformation of Egypt in this period and the beginning of the British Occupation of Egypt. | Short writing assignment and small group discussion  Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills. |
| 4 | Egypt and Iran in the Late 19th Century and Islamic Reform and Modernism  Students should be able to understand the ways that Great Britain and Russia attempted to assert authority over Qajar Iran and the resistance movement that crystalized in a call for a constitution. They should be familiar with the Tobacco Riots and the major themes of the Constitution. Regarding Egypt, students should be able to point to the ways that the British Occupation fueled an indigenous nationalist movement, independent press and the establishment of a distinct intellegencia. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |
| 5 | Young Turks and WWI  Students will learn about the Ottoman Empire’s role in WWI. Topics include: The Armenian Genocide and the establishment of the modern nation-state of Turkey. Students will also have an advanced understanding of how the war played out in the Arabic-speaking provinces and how the Conference at Paris dramatically changed the physical landscape of the post WWI Middle East. | Short paper and discussion- Students will write a two page argumentative essay based on a monograph.  This assignment will help build writing and critical thinking skills |
| 6 | Mid-Term Exam | Exam  Examinations will be in essay format and may include short answers and/or multiple choice-True/False questions |
| 7 | Authoritarianism in Modern Iran and Turkey  Students will be able to discuss the transformation of Iran and Turkey during the early 20th century. They will learn how the leadership of Reza Shah and Ataturk transformed these two regions into modern nations.  Students should be able to discuss the changing international landscape and the role of Britain and Russia in Iranian national politics as well as the transformation of Turkey from the region that led the Sunni Muslim community to a secular authoritarian state. | Short paper and discussion-  This assignment will help build writing and critical thinking skills |
| 8 | The Struggle for Independence: The Middle East after WWII  Students should be able to understand the impact of the Mandate System on the Middle East, particularly Transjordan, Syria and Lebanon. Students will also be able to discuss how Britain’s authority waned as the United State began to assert its influence over former British spheres of influence like Saudi Arabia, Egypt and Iran. Students will understand key events such as the establishment of independent Iraq, Syria and Lebanon. | In class discussion based on pointed essay questions from the readings.  This activity will build students’ knowledge by reinforcing material discussed during the lecture |
| 9 | Palestine and the formation of Israel  Students will be able to identify the ideology behind the Zionist movement founded during the late 19th century as well as different strands within the movement. They will also be able to identify the reality of living under the Palestinian mandate as the indigenous population scrambled to keep their land and maintain their homeland. They will also understand how the British’s promises from WWI would affect the establishment of the state of Israel after the United States stepped in as Israel’s dominant supporter beginning in the Cold War. | Short writing assignment and small group discussion  Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills |
| 10 | Nasser  Students will have a good understanding of Egypt’s role in the Cold War particularly the significance of Nasser as a national hero and regional leader. Students will understand how his ideology affected the resurgence of Ba’athism and other Arab Nationalist groups like the PLO Students will be able to discuss significant regional events such as the Free Officer Movement, Suez Crisis, The and June War. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |
| 11 | The Age of Dictators  Students will have a good understanding of life under Saddam Hussein and Hafiz al-Assad. They will learn about the evolution of the states of Syria and Iraq as well as Ba’athism as a secular revolutionary ideology. Students will also learn about the Iranian monarch Muhammad Reza Shah and his regime. Specifically students will understand the transforming political landscape, Mossadegh and the Tudeh Party and the increasingly close relationship with the United States. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |
| 12 | 1970s: Iran, Lebanon and the Six Day War  Students will be exposed the impact of the cold war during the 1970s by looking at three important cases: The Iranian Revolution, the Lebanese Civil War and the October War (Yom Kippur/Ramadan War). By looking at these three examples, students will explore conceptions of these events based on American cold war perspectives. Students will ask: How Islamic was Iran’s revolution? Was the Lebanese Civil War a Sectarian battle? And Who won the October war and at what cost? | Film  Students will watch a film piece from the Middle East that illustrates the complexity of these events and write a short assignment  This exercise teaches critical thinking and offers a more global perspective on the topic. |
| 13 | Persian Gulf Wars  Students will learn about the first two Persian Gulf Wars and their impact on the region as well as the Global landscape. Students will also learn about how the first Persian gulf war (Iran/Iraq) laid the foundation for later conflicts in the region as well as established the Ayatollah and the Islamic government in Iran.  Students will also learn about multiple perspectives concerning the conflict with Saddam Hussein known colloquially in the US as the Persian Gulf War. Students should understand the role of the Palestinian Intifada movement and oil prices in the conflict. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |
| 14 | September 11th and the Arab Spring  Students should have a good understanding of the role of Islamic fundamentalism as a viable political alternative and its impact on the creation of groups like al-Qaeda. The dissolution with Islamic fundamentalism and the rejection of Western values led to democratic peaceful popularly led movements. Students will explore the role of national politics and the impact of corrupt regimes on Iran (Green Revolution), Tunisia, Egypt and Libya. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |
| 15 | The Current State of the Middle East-Syria, Iraq and ISIS- Israel/Palestine and Egypt  Students should understand the impact of the War on terror on the Middle East as well as the failure of the Arab Spring movement in Syria. Students will learn about the establishment of Isis and the complexity of the current state of the Palestine/Israeli crisis. Students should be able to discuss the role of social media and the War on Terror on individuals living in the Middle East and North Africa. | In-class discussion of primary source/primary source analysis  This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills |

**Bibliography**

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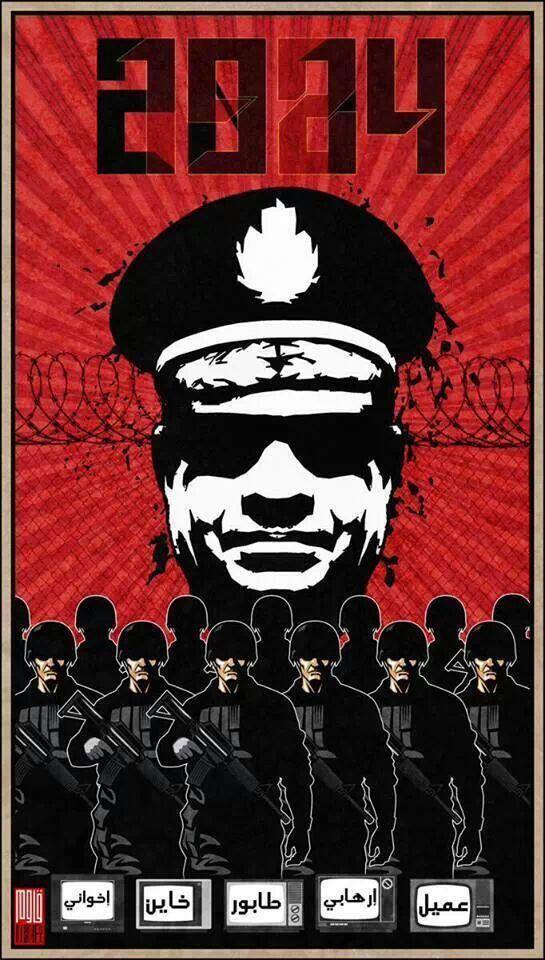
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History 1503: The Modern Middle East and North Africa



Dr. Stephanie Boyle

Course Objective: By the end of this course, students should have a nuanced vision of the politics, society and culture of the modern Middle East. The course will be chronological in approach and begin at the end of the 18th century and conclude with the contemporary Middle East and North Africa (MENA). Major themes that will be addressed in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution.

Course Outcomes:

-Develop analytical writing skills

-Engage directly with primary sources and scholarly materials

-Critical thinking skills

-Develop a stronger body of knowledge about the Middle East

Course Requirements:

Regular attendance is mandatory and all unexcused absences will count against the student’s final participation grade.

Classroom time will be a mixture of lecture and discussion. Discussions will be a mixture of large group discussion and small groups. The sources for discussion will be a novel, biography, film and primary sources.

**Quizzes**

There will be a map quiz to identify all of the countries and capitals of the Middle East and North Africa as well as significant bodies of water. There will also be two (four-five) page papers that engage specifically with the assigned additional readings in the course. There will also be a brief film paper (2 pages). Periodically there will be quizzes (three total) based on both the lectures and discussions. I will provide 4-6 questions in advance and two of them will appear on the quiz to be taken in class.

I have found that multiple smaller assignments make the learning process easier for both student and professor.

All papers should be written in 12 point, Times New Roman Font and double spaced. Please use Chicago style citations (see link below) for the papers and provide a bibliography (work cited) for all papers. Keep the word count within these strict parameters.

Going over the word count is as bad as being under.

Resource for citations

<https://owl.english.purdue.edu/owl/resource/717/01/>

*Adrift on the Nile*

Please use the guidelines below to write this paper. It is important to look at these questions in advance in order to help you read the novel in such a way that will make it productive for your paper.

This paper should be 4 pages and consist of an introduction and conclusion paragraph along with three body paragraphs to support your claims. Each paragraph should discuss a different aspect of how one of the characters represents Egypt.

Please discuss how Egypt is represented through one of the characters in the novel. Remember to discuss Egypt in terms of the post-1967 world.

Film Summary

The film summary should be around 700 words, but not longer than 800. The film summary should be four to five paragraphs long.

P1-Should briefly introduce the film and introduce the argument at the end of the paragraph. This paragraph should be no more than 250 words.

P2-P3 or P4- Should provide evidence to support the author’s argument, but also provide analysis and observances that will support the author’s claim about the film

P5- Should provide a conclusion that recaps the argument and reflects on what was discusses in the paper. Again do not throw this paragraph away. It’s the last chance to make a good impression!

*The Road to al-Qaeda*

Please write a 4 page paper and use the guidelines below to write this paper. It is important to look at these questions in advance; it will make the process of writing much easier.

Research question: How does the author represent Ayman Zawahiri? Was there a transformation moment in his life? What shaped and affected who he would become? What is Osama bin Laden’s role in al-Qaeda? Is he the mastermind, according to the book?

**Participation grade**

Every week you are expected to visit the course twitter page and select one of the news agencies that the course is following. Go to their twitter page and select an article to read about the Middle East. On the course twitter page please comment about what the article discusses and your assessment of that representation. Does it present multiple perspectives? Is it one sided? Is it important? Avoid discussions of bias because all authors are biased in some way.

If you do not use or want to use twitter, please find an article from another news agency and answer the question in a short summary of three sentences.

You may skip two but beyond that if you do not complete it you will receive a zero.

This assignment will be part of your participation grade and help you to bolster your final grade in participation.

**Assignment Grade Breakdown:**

Map Quiz 5%

Novel Paper 10%

Film Paper 10%

Road to al-Qaeda 10%

Quiz 1 15%

Quiz 2 15%

Quiz 3 15%

Attendance and participation 15%

Hour of Rigor 5%

**Grade Breakdown**

93-100 A (exceptional)

92-90 A- (superior)

87-89 B+ (very good)

83-86 B (good)

80-82 B- (above average)

77-79 C+ (slightly above average)

70-76 C (average)

60-69D (poor)

Below 59 F (fail)

Please note that there are no plus or minus grades below C so be mindful that if you fall below 70 there is no cushion. Keep on top of your grades and come see me during office hours if you feel like you are lagging behind.

Also note that missing one or more assignments nearly guarantees that you will not get a score above a D. If you cannot do an assignment or attend a test, you must inform the professor **in advance** and ask for an extension. THERE IS NO LATE WORK

**Course and Classroom Policies:**

In order to provide an atmosphere of mutual respect that fostered intellectual cooperation and free thinking the following criteria for the classroom are not negotiable. These policies are based on my experience as a professor and do not necessarily reflect you as individuals or students.

1. Racism, sexism, classism, homophobia or verbal abuse of another student or the professor is unacceptable. The classroom is a base to encourage intellectual exchange and must always be treated as such. If there are differences of opinions, they will be discussed in intellectual enriching ways. Shouting matches are not acceptable. Shame is not allowed either.
2. All reading and writing assignments are mandatory and must be turned in **at the start of class**. If you arrive late without notice, your paper will not be accepted. If a student requires an extension this must be discussed prior to the due date of the assignment.
3. I give extensions, but there are NO late papers.
4. Tardiness is disruptive. Please arrive at the scheduled meeting time. If you are 20 minutes or more late, I will mark you absent. If you are 30 minutes late, I will not allow you to enter the class. Three late arrivals are equal to one absence.
5. Texting or use of a cell phone in class is not allowed-ever. If you must text or call someone, go outside. If you text in class, I will not shame or berate you, but I will mark you absent for that day. This is non-negotiable.
6. Do not email me papers, I only accept hard copies. If you are going to be absent on a day that an assignment is due, get it to me in hard copy beforehand. (Put it in my box N611)
7. Don’t do homework from other classes. I will mark you absent. Stay home and do your homework in your room.
8. Attendance is mandatory; all absences are unexcused unless the instructor is notified in advance. Unexcused absences will affect the student’s final grade. Six unexcused absences equal an F in this course.
9. No sleeping. If you are too tired to attend the class then send the instructor an email and do not attend. You will be marked absent if you sleep.
10. Chatting with other classmates during a lecture is unacceptable. It will be noted and affect participation grade.
11. Plagiarism of any kind will result in an F in the course. (Plagiarism and forms of plagiarism are defined below)
12. All interactions between students and instructor are to be respectful. All emails and conversations will be one of mutual respect in which neither party ridicules, insults or is disrespectful to the other.
13. The instructor will provide well prepared lectures, assist students at any length and answer all questions and concern with respect and courtesy.
14. I respond to emails between 9-5pm M-F- If you send me an email late at night or over the weekend, it will take me longer to get back to you then when I am at school during the week.
15. I give lots of feedback- It is meant to help you improve for your next assignment. It is never meant to hurt or insult you.
16. If you have a question about an assignment, grades or anything related to this course, please refer to this syllabus first. Most answers can be found here.
17. The syllabus is the law regarding grades, policies and assignment deadlines. However, it is a guide regarding pace and content. The culture of the class affects the pace.
18. This syllabus will serve as a contract between student and instructor and if at any time there is any question with regard to the policies of the classroom, this syllabus will serve as the foundation.

**Plagiarism: What is it?**

There are many forms of plagiarism, some intentional and others that are accidental. As Most often, the form of plagiarism that pervades is unintentional and is based on the student’s lack of understanding on proper methods to cite sources.

**Intentional Plagiarism**

The most egregious form of plagiarism is the “cutting” and “pasting” of sentences or paragraphs of work that is not your own. Turning in work that is not your own or has been used in another class is plagiarism. Using an idea that is not your own and representing it as such is also plagiarism.

**Unintentional Plagiarism**

Any idea that is not common knowledge must be footnoted. Any information: dates, information, ideas, names and statistical data that is retrieved from another source must be footnoted. Any idea that did not originate from the author’s mind must be footnoted. Quoting other sources and using other sources is the backbone of research paper writing. At no time should the student feel ashamed or afraid to footnote because of the over use of other source materials, in fact the footnote serves as a way to let the professor know that you have taken time and effort in the writing of your paper.

If at any time the student feels concerned or afraid that they may not be citing their papers properly, please come to the instructor before the due date of the assignment.

Purchasing papers online falls under plagiarism and will be held to the same standards as a plagiarized paper.

Paraphrased ideas from your textbook or any other book must be cited.

If you have any questions about citations, please come and see me. Below you will find the NYCCT academic integrity statement:

Academic Integrity at City Tech  
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the  
College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of  
Technology and is punishable by penalties, including failing grades, suspension, and expulsion.  The complete text of the College policy on Academic Integrity may be found in the catalog.   
— NYCCT statement on academic integrity

**Course Schedule**

**Date Lecture Readings/Assignments**

|  |  |  |
| --- | --- | --- |
| **Week 1: Introduction** | **Jan 28: Introduction/Housekeeping**  **Jan 30: Islamic History Background/ Prep for map quiz** |  |
| **Week 2: Part Two** | **Feb 4: Chapter 4 Cleveland**  **Feb 6: Chapter 5 Cleveland** | **T- Napoleon (on Moodle)**  **Th- Khater, pp.10-16** |
| **Week 3: Part Two** | **Feb 11: Chapter 6 Cleveland**  **Feb 13: Chapter 7 Cleveland** | **T- Map Quiz**  **Th- Khater, pp. 25-30** |
| **Week 4: Part Two** | **Feb 18: Chapter 8 Cleveland**  **Feb20: Chapter 9 Cleveland** | **T-Khater, pp.31-33&47-56**  **Th- review** |
| **Week 5: Part Three** | **Feb 25: Chapter 10 Cleveland**  **Feb 27: Chapter 11 Cleveland** | **T-Quiz Questions Review**  **Th-Khater, pp.58-64& 74-87** |
| **Week 6: Part Three** | **March 4: Chapter 12 Cleveland**  **March 6: Chapter 13 Cleveland** | **T-Khater, pp112-117 &167-169**  **Th- Review** |
| **Week 7: Part Three** | **March 11: Quiz**  **March 13: Film** |  |
| **Week 8: Part Three** | **March 18: Spring Break**  **March 20: Spring Break** |  |
| **Week 9: Part Four** | **March 25: Chapter 14 Cleveland**  **March 27: Chapter 15 Cleveland** | **T-Film Paper Due**  **Th-(Nasser’s Memior-Moodle)** |
| **Week 10: Part Four** | **April 1: Chapter 16 Cleveland**  **April 3: Chapter 17 Cleveland** | **T-Khater, pp. 125-141& 269-277**  **Th-Khater, pp.179-189** |
| **Week 11: Part Four/ Five** | **April 8: Discussion *Adrift on the Nile***  **April 10: Chapter 18 Cleveland** | **T-Adrift on the Nile Paper Due**  **Th-Review** |
| **Week 12: Part Five** | **April 15: Quiz**  **April 17: Chapter 19 Cleveland** | **T- Quiz**  **Th-Khater, pp. 232-240** |
| **Week 13: Part Five** | **April 22: Chapter 20 Cleveland**  **April 24:Chapter 21 Cleveland** | **T- Review/ Quiz questions**  **Th- Khater, pp. 249-250** |
| **Week 14** | **April 29: Chapter 22 Cleveland**  **May 1: Chapter 23 Cleveland** | **T-Khater, pp. 252-254**  **Th- Khater, pp.286-306** |
| **Week 15** | **May 6: Chapter 25 Cleveland/Discussion Road to al-Qaeda**  **May 8: Chapter 26** | **T- Road to Al-Qaeda paper due**  **Th-Review** |
| **Week 16** | **Final Quiz** |  |

**CUNY Common Core  
Course SubmissionForm**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

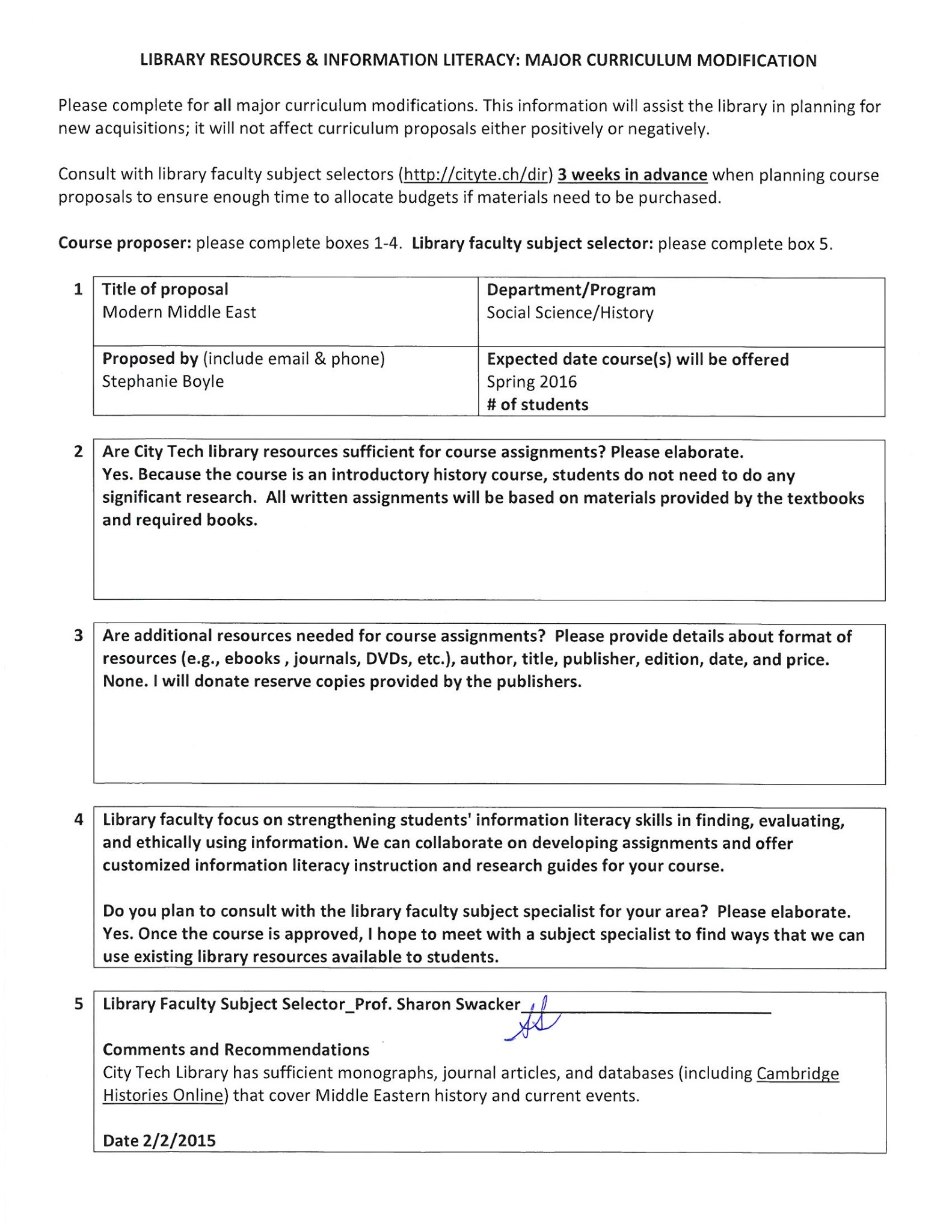
|  |  |  |
| --- | --- | --- |
| **College** | New York City College of Technology | |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | HIS 1503 | |
| **Course Title** | The Modern Middle East and North Africa | |
| **Department(s)** | Social Science | |
| **Discipline** | History | |
| **Credits** | 3 | |
| **Contact Hours** | 3 | |
| **Pre-requisites (if none, enter N/A)** | CUNY Proficiency in Reading and Writing | |
| **Co-requisites (if none, enter N/A)** | n/a | |
| **Catalogue Description** | This course is an introduction to the history of the Modern Middle East. The course is chronological in approach and begins at the end of the 18th century and concludes with the contemporary Middle East and North Africa (MENA). Major themes in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution. | |
| **Special Features (e.g., linked courses)** |  | |
| **Sample Syllabus** | Syllabus must be included with submission, 5 pages max recommended | |
| **Indicate the status of this course being nominated:**  current course  revision of current course XX a new course being proposed | | |
| **CUNY COMMON CORE Location**  **Please check below the area of the Common Core for which the course is being submitted. (Select only one.)** | | |
| Required  English Composition  Mathematical and Quantitative Reasoning  Life and Physical Sciences | | Flexible  XX World Cultures and Global Issues  Individual and Society  US Experience in its Diversity  Scientific World  Creative Expression |
| **Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**  Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas. | | |
| **If you would like to request a waiver please check here:** | | Waiver requested |
| **If waiver requested:**  Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours. | |  |
| **If waiver requested:**  Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill. | |  |

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| --- | --- |
| **Learning Outcomes**  **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.** | |
| 1. **Required Core (12 credits)** | |
| **­­**  **A. English Composition:** Six credits  A course in this area must meet all the learning outcomes in the right column. A student will: | |
|  | * Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
|  | * Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
|  | * Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
|  | * Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
|  | * Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |
| **B. Mathematical and Quantitative Reasoning:** Three credits  A course in this area must meet all the learning outcomes in the right column. A student will: | |
|  | * Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
|  | * Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
|  | * Represent quantitative problems expressed in natural language in a suitable mathematical format. |
|  | * Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
|  | * Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
|  | * Apply mathematical methods to problems in other fields of study. |

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| **C. Life and Physical Sciences:** Three credits  A course in this area must meet all the learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a life or physical science. |
|  | * Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
|  | * Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
|  | * Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
|  | * Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |
| **II. Flexible Core(18 credits)**  Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. | |
| **A. World Cultures and Global Issues** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
| **Knowledge:** Engage in historical inquiry, research, and analysis. | * Gather, interpret, and assess information from a variety of sources and points of view. |
| **Skills:** Understand the complex nature of the historical record and generate significant, open-ended questions about the past and devise research strategies to answer them. | * Evaluate evidence and arguments critically or analytically. |
| **Integration:** Craft historical narrative and argument. | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will: | |
| Students will understand how historians utilize sources and critical analysis to draw historical conclusions. | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Students will demonstrate the ability to 1) Engage a diversity of viewpoints in a civil and constructive fashion, 2) Work cooperatively with others to develop positions that reflect deliberation and differing perspectives, and 3) Apply historical knowledge and analysis to contribute to contemporary social dialogue. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and group presentations. | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| This course willexplain how the impact of western and non-western peoples shaped the foundation of the modern world. | * Analyze the historical development of one or more non-U.S. societies. |
|  | * Analyze the significance of one or more major movements that have shaped the world's societies. |
|  | * Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
|  | * Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

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| **B. U.S. Experience in its Diversity**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
|  | * Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
|  | * Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
|  | * Explain and evaluate the role of the United States in international relations. |
|  | * Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
|  | * Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |
| **C. Creative Expression** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
|  | * Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
|  | * Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
|  | * Demonstrate knowledge of the skills involved in the creative process. |
|  | * Use appropriate technologies to conduct research and to communicate. |

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| **D. Individual and Society**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
|  | * Examine how an individual's place in society affects experiences, values, or choices. |
|  | * Articulate and assess ethical views and their underlying premises. |
|  | * Articulate ethical uses of data and other information resources to respond to problems and questions. |
|  | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
| **E. Scientific World**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
|  | * Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
|  | * Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
|  | * Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
|  | * Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |



1. **Section AIV: New Courses**

**New courses to be offered in the Social Science department**

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| --- | --- |
| **Department(s)** | Social Science |
| **Academic Level** | **[ x ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | History |
| **Course Prefix** | HIS |
| **Course Number** | 1503 |
| **Course Title** | The Modern Middle East and North Africa |
| **Catalog Description** | This course is an introduction to the history of the Modern Middle East and North Africa from the 18th century to the present. Major themes in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution. |
| **Prerequisite** | CUNY Proficiency in Reading and Writing |
| **Corequisite** | none |
| **Pre- or corequisite** |  |
| **Credits** | 3 |
| **Contact Hours** | 3 cl hrs |
| **Liberal Arts** | **[ x ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | no |
| **Course Applicability** | |  |  |  | | --- | --- | --- | | **[ ] Major** |  | | | **[ ] Gen Ed Required** | **[x ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | **[ x ] World Cultures** | **[ ] Speech** | | **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** | | **[ ] Science** | **[ ] Creative Expression** | **[ ] Advanced Liberal Arts** | |  | **[ ] Individual and Society** |  | |  | **[ ] Scientific World** |  | |
| **Effective Term** | Spring 2016 |

**Rationale:** History 1503- is an important course that will diversify the course offers of the history discipline. It fills a lacuna in the curriculum and offers students new perspectives on the history of different parts of the world.