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.

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| --- | --- |
| **Title of Proposal** | **Proposal for New Course: HIS 1501-The Origins of Islamic Civilization** |
| **Date** | **April 13, 2015** |
| **Major or Minor** | **Major** |
| **Proposer’s Name** | **ParvanehPourshariati/Peter Parides** |
| **Department** | **Social Science** |
| **Date of Departmental Meeting in which proposal was approved** | **May 7, 2015** |
| **Department Chair Name** | **Dr. Jean KubeckHillstrom** |
| **Department Chair Signature and Date** | **May 27, 2015** |
| **Academic Dean Name** | **Dr. Karl Botchway** |
| **Academic Dean Signature and Date** | **May 27, 205** |
| **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. | **A survey of the origins of Islamic civilization in a global context. By examining the life of the Prophet Muhammad, the period of the Rightly Guided Caliphs, the Arab conquest of the Middle East, the Umayyad and Abbasid Caliphates, as well as the scientific, literary and artistic achievements of Muslims, this course discusses the contribution of Islamic civilization to the development of human society.** |
| **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). | **Given the current importance of the Middle East in world affairs and the diversity of City Tech’s student population, this course should be of wide interest and great value to City Tech students. As one of three Middle Eastern/Islamic history courses currently in development, this course will diversify the offerings of the history discipline of the Social Science Department.** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **New submission-5/15**  **1st revision-9/19/15**  **2nd revision-9/22/15**  **Final Revision-10/5/15** |

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. | **N/A** |
| 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** | **The Origins of Islamic Civilization** |
| **Proposal Date** | **April 13, 2015** |
| **Proposer’s Name** | **ParvanehPourshariati/Peter Parides** |
| **Course Number** | **HIS 1501** |
| **Course Credits, Hours** | **3 credits, 3 hours** |
| **Course Pre / Co-Requisites** | **CUNY Proficiency in Reading and Writing** |
| **Catalog Course Description** | **A survey of the origins of Islamic civilization in a global context. By examining the life of the Prophet Muhammad, the period of the Rightly Guided Caliphs, the Arab conquest of the Middle East, the Umayyad and Abbasid Caliphates, as well as the scientific, literary and artistic achievements of Muslims, this course discusses the contribution of Islamic civilization to the development of human society.** |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | **Given the current importance of the Middle East in world affairs and the diversity of City Tech’s student population, this course should be of wide interest and great value to City Tech students. As one of three Middle Eastern/Islamic history courses currently in development, this course will diversify the offerings of the history discipline of the Social Science Department.** |
| **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. | **World Cultures and Global Issues** |
| **Intent to Submit as An Interdisciplinary Course** | **No** |
| **Intent to Submit as a Writing Intensive Course** | **No** |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**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. |  |
| 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).  **Most students who take this course will either be looking to fulfill the World Cultures Pathways category, or they will be LAA/LASS students seeking to fulfill their degree requirements. We also anticipate that some students will likely take this course as an elective based on their interest in the subject matter.** |  |
| Projected headcounts (fall/spring and day/evening) for each new or modified course.  **We anticipate 30-40 students enrolling in sections of this course.** |  |
| 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. | **N/A** |
| Where does this course overlap with other courses, both within and outside of the department? | **N/A** |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? **Yes (2 faculty)** |  |
| 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. |  |
| Course Context (e.g. required, elective, capstone) **Elective & expected common core World Cultures course. The course would also fulfill a degree requirement for LAA students.** |  |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? **Lecture** |  |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) **Lecture, Group work, and seminar-type discussion** |  |
| How does this course support Programmatic Learning Outcomes? **This course embodies the principle learning outcomes of all courses offered by the Social Science Department and the City Tech General Education Common Core.** |  |
| 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) | **N/A** |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | **X** |
| Writing Intensive Form if course is intended to be a WIC (under development) | **N/A** |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | **N/A** |
| **(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). | **N/A** |
| Established Timeline for Curricular Experiment | **N/A** |

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**THE CITY UNIVERSITY OF NEW YORK**

**SOCIAL SCIENCE DEPARTMENT**

**COURSE OUTLINE**

**HIS 1501-The Origins of Islamic Civilization (3 class hours, 3 credits)**

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

**Course Catalog Description:**

A survey of the origins of Islamic civilization in a global context. By examining the life of the Prophet Muhammad, the period of the Rightly Guided Caliphs, the Arab conquest of the Middle East, the Umayyad and Abbasid Caliphates, as well as the scientific, literary and artistic achievements of Muslims, this course discusses the contribution of Islamic civilization to the development of human society.

**Required Reading:**

**Textbooks: (Students will read selected excerpts from each of these texts) A course pack of these excerpts will be ordered for student purchase so that students do not have to purchase each book.**

* Berkey, Jonathan, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, Cambridge, 2002.
* Armstrong, Karen, *Muhammad: A Prophet for Our Time*, Harper Collins, New York, 2007.
* Kennedy, Hugh, *When Baghdad Ruled the Muslim World: The Rise And Fall of Islam’sGreatest Dynasty*, Da Capo Press; New edition, 2006.
* Dimitri Gutas, *Greek Thought, Arabic Culture: The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasaid Society*, Routledge, 1998.

**Primary source documents:**

* Students will be required to read several primary source documents. These documents will be made available via the internet and might also be distributed directly from the instructor.

**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 among different approaches to history. | Students will read and discuss a variety of historical texts for the purpose of analyzing the historical methodologies employed by their authors. Students will complete written assignments and presentations designed to evaluate their ability to identify these different methodologies. |
| Understand how historians utilize sources and critical analysis to draw historical conclusions. | Students will draw on a variety of primary and secondary sources to develop their own historical conclusions. Students will articulate their conclusions in written quizzes and exams, as well as in oral in-class presentations. |
| Explain how the impact of Islamic civilizations shaped the foundation of the modern world. | Students will 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 by completing written exams, quizzes, assignments, and 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 by completing 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 by completing 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 demonstrate this competency by completing written exams, quizzes, assignments, in-class discussion and group presentations. |

**Suggested Course Grade Scale:**

Quizzes: 3 x 10% each=30% Total

Report on Museum Visit: 1 x 10%=10% Total

Midterm Examination: 1 x 20%= 20% Total

FinalExamination: 1 x 25%= 25% Total

Class Performance (Participation, Attendance, Class Behavior): 15% Total

**Course Requirements:**

**Class Performance:**

Class performance will comprise **15%** of your grade and is ultimately about respecting the classroom experience and behaving with integrity and politesse, which all students are expected to do. Late arrival to class will not be excused. Students are allowed only one late arrival to class. **CELL PHONES AND OTHER ELECTRONIC DEVICES ARE ABSOLUTELY PROHIBITED IN CLASS!** Students will be asked to leave the classroom if they use one! Students are *required* to read the assigned chapters by the day they are to be discussed and arrive to class well prepared to examine the topics of the day.

**Quizzes**:

There will be **four quizzes** throughout the semester, **three** of which will count toward the students’final course grades. There will also be an **assignment** to visit the Metropolitan Museum of Art (<http://www.metmuseum.org>). Students will write a short report about their visit. The requirements for this exercise will be uploaded on the class’Blackboard page beforehand as the date of the museum report is decided. C*umulatively*, *students’average quiz scores* is worth **30%** of their final course grade. Reports on the museum visitisworth**10%** of the final course grade. Quizzes are announced in class prior to the quiz date. The quizzes are very brief (10 to 15 minutes) and are *always given at the beginning* of class. **There will be absolutely NO make-ups for quizzes or for the exams.** Instead of make-up quizzes, thelowest quiz score will be dropped at the end of the semester. Makeup exams are only given under extreme emergencies corroborated by a legitimate official note.

**Exams:**

There will be a **Midterm Exam worth 20%**of a student’s course grade, and a **Final Exam worth 25%** of the student’s course grade. Study sheets, with key terms and questions for each chapter of the textbook, are provided on Blackboard to help students study for these exams. There are no “extra-credit”projects or assignments as they are simply not fair to other students. The Final Exam will be on the material covered in class since the Midterm. Students should contact the instructor as soon as possible if they have any problem taking the exam. If they fail to make contact, no negotiation is possible. **STUDENTS MUST USE THEIR CUNY EMAIL. NO OTHER EMAIL ADDRESSES ARE ALLOWED FOR COMMUNICATION REGARDING THIS COURSE.**

**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**

Absences and latenesses can severely hurt your chances of doing well in, or even passing, this course. Attendance will be recorded at the start of class. Students who accumulate more than three absences, or who are late more than five times, will have their final course average reduced by 10 points. Students who accumulate more than six absences will receive a WU for the course.

**SAMPLE SEQUENCE OF WEEKLY TOPICS**

| **Week** | **Topic** | **Suggested Instructional Activities** | **Assignment and/or reading** |
| --- | --- | --- | --- |
| 1 | The Middle East/The Near East/the Far East: Who defines it and to what end?  Topography and Human Geography of the Middle East | Develop students’critical thinking skills through an in-class discussion of the concept and the problematic nature of the term “Middle East”.  This will be followed by a discussion of the topographical and geographical features of the Middle East in its world context. The aim here is to teach students, in an interactive manner, the ABCs of the landscape of the Middle East and the World. | Browse through the timeline of ancient to late antique history of the Near East and try to collate the chronology of various cultural traditions:  **http://www.metmuseum.org/toah/world-regions/#/06/West-Asia**   * Geography Review Sheet * A Note on Proper Names |
| 2 | Topography and Human Geography of the Middle East: Languages, Peoples and Religions | Continued discussion of the topographical and geographical features of the Middle East in its world context. Populating the Middle East through a detailed examination of the mosaic of its peoples and an examination of its diverse linguistic and religious landscape. The methodology will continue to be critical, with student participation a central aspect of it.  Quiz: on the geographical features and languages of the Middle East | Marshall G. Hodgson, "In the Center of the Map: Nations see themselves as the Hub of History," and "World History and a World outlook," pp. 29-44  Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, Cambridge, 2002, pp. 1-25. |
| 3 | The World of Late Antiquity: The Two Eyes of the World, the Byzantines and the Sasanians.  Students will learn about the two important empires that formed the context of the rise of the Arabs and Islam, in the sixth and seventh centuries, namely the Eastern Roman and the Iranian Sasanian Empires. | Laying the cultural context of the rise of Islam through an analysis of the Byzantine and Sasanian Empires and the cultural heritage that they carried.  In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students. | Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, Cambridge, 2002, pp. 26-55.  Dimitri Gutas, *Greek Thought, Arabic Culture: The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasaid Society*, 1998. |
| 4 | The World of Late Antiquity: the Arabs  Students will learn about the role of Arabs in the international context of the Late Antique period, and the interconnections of these with the Eastern Roman and the Iranian Sasanian Empires.  Here we shall also discuss, the traditions about the Birth of the Prophet, the composition of the holy book of Islam, and the Arab Conquests. | Laying the cultural context of the rise of Islam through an analysis of the role of Arabs in the pre-Islamic period.  In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students.  Quiz: Students answer critically posed questions on the material thus far covered. | Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, Cambridge, 2002, pp. 26-55.  Armstrong, Karen, *Muhammad: A Prophet for Our Time*, New York, 2007, introduction. |
| 5 | The World of Late Antiquity: the Arab conquests and the 1st Arab Empire of the Umayyads  Here we shall continue our discussion of the Arab Conquests into Spain and to the borders of Tang China, the traditions about the formation of the new Muslim community, the first political schisms that appeared therein, most important of which was the proto-Sunni/Shi’i schism, and finally the  establishment of the first Arab Empire, namely the Umayyad Caliphate. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students. | Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, Cambridge, 2002, pp. 55-83.  Dimitri Gutas, *Greek Thought, Arabic Culture: The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasaid Society*, 1998, pp. 11-17. |
| 6 | Mid-Term Exam | Exam  Examinations will be in essay format and may include short answers and/or multiple choice-True/False questions | Hugh Kennedy, *When Baghdad Ruled the Muslim World,* Forward and pp. 11-51 and pp. 129-159. |
| 7 | The World of Late Antiquity: Conversion to Islam and rise of the Abbasid Caliphate  The issue of conversion to Islam, the growth of the Muslim community, and the first important revolution that beset this community, namely the Abbasid Revolution, will be discussed in this week. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students. | Hugh Kennedy, *When Baghdad Ruled the Muslim World,* pp. 51-84.    Ibn Sina, “The Autobiography of Avicenna,”pp. 177-181 in *Islam: From the Prophet Muhammad to the Capture of Constantinople.*  Ibn al-Qifti, “Musa b. Maimun”pp. 189-192, Musa b. Maimun, “a Day in the Life of a Court Physician,”pp. 192, and “Ethnic Groups,”pp. 199-208, in *Islam: From the Prophet Muhammad to the Capture of Constantinople*. |
| 8 | Golden Age of Islamic Civilization  A discussion of the cultural efflorescence of the Muslim community, the scientific achievements of this community, the role of non-Muslims, Jewish, Christians and Zoroastrians, in this cultural efflorescence will highlight the important achievement of the Islamic Civilization | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students.  Quiz: Students answer critically posed questions on the material thus far covered. | Dimitri Gutas, *Greek Thought, Arabic Culture: The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasaid Society*, 1998, pp. 17-61. |
| 9 | Golden Age of Islamic Civilization: Cosmopolitan Islam & The Translation Movement and Transmission of Knowledge  A discussion of the rise of cities and the translation movement of the 8th-10th centuries, will highlight the attempt of the Muslim community to collect, elaborate upon and transmit the sum-total of the available knowledge produced by Greeks, the Indians, Persians, and the Chinese, etc. This then will set the stage for the transmission of this knowledge, through Arabic to a rising Europe in the 12th and 13th centuries, laying the foundations of the European Renaissance. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students. | J. J. Saunders, *A History of Medieval Islam*, pp. 106-125. |
| 10 | The Break –Up of the Caliphate , the Rise of New Dynasties and the Emergence of the Turks.  Discussion of the gradual break up of the Abbasid Caliphate and the rise of new dynasties and courts which imitated Baghdad in their production of knowledge and gradual entry into the this of Turkic populations. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students.  Quiz: Students answer critically posed questions on the material thus far covered | J. J. Saunders, *A History of Medieval Islam*, pp. 141-154 |
| 11 | The rise of the Turks: The Eleventh century and the Seljuqs  The emergence of the Turks and the rise of the Seljuqids, which led to the creation of new political concepts and polities of the sultanate will be discussed here. It will be highlighted that from this period onwards it was various Turkic tribes who began ruling the Muslim community, a process that saw its end only in the 19th century. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students.  Museum Visit: Any time between weeks 10 and 13. | J. J. Saunders, *A History of Medieval Islam*, pp. 106-125; 141-154 |
| 12 | The Interlude: The Crusaders (1095-1291): The rise of the Turks: Turkic Conquest & Colonization of the Byzantine Anatolia  A discussion of the Battle of Manzikert in 1071 in Eastern Anatolia between the Seljuqids and the Byzantines will foreground our examination of gradual colonization and Turkification of Anatolia and the establishment of frontier societies therein. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students..  Quiz: Students answer critically posed questions on the material thus far covered. | J. J. Saunders, *A History of Medieval Islam*, pp. 154-170 |
| 13 | The Interlude: The Crusaders (1095-1291)  The Crusaders will be here discussed as a historical phenomenon that galvanized medieval Europe and captured later European imagination. A discussion of the crusaders as the agents responsible for continuing the transmission of knowledge between the “East” and the “West,” will proceed to underline the relative insignificance of the process to the main currents of medieval Middle Eastern history. | In-class discussion & analysis of primary sources, in order to cultivate critical thinking in students. | J. J. Saunders, *A History of Medieval Islam*, pp. 170-187.  **Museum Report Due** |
| 14 | The Mongol Conquests: The Finale of the Abbasid Caliphate  A discussion of the Mongol conquests and the final demise of the caliphate and the sack of Baghdad through the hands of these, will lay the foundation of our examination of the establishment of the Mongol Empire. | In-class discussion of primary source analysis, in order to cultivate critical thinking in students. | Ronald Findlay, Kevin H. O'Rourke, P*ower and Plenty: Trade, War, and the World Economy in the Second Millennium,* Chapter on *“*World Trade and Economic Consequences of Chengis Khan, pp. 87-124. |
| 15 | *PaxMongolica* and the Timurids: The Mongol Empire, commerce and trade and “east-west” relationship  A discussion of *paxMongolica* during the 13th and 14th centuries, and the abolishment of various political borders, will lead to an examination of the rise of the  Timurids and the stage which it set for the rise of the gun-powder empires of the Ottomans, the Safavids and the Mughals | In-class discussion of primary source analysis, in order to cultivate critical thinking in students.  Final Exam |  |

**Instructions for the Museum Visit**

Below are the instructions for your visit to the Metropolitan Museum of Art. I hope this would be a very enjoyable project with you, as part of your cultural heritage is beautifully stored for you in the Museum. I suggest that you make a day trip to the Museum. Try and arrange going to the Museum either with your friends in class, other friends, family etc. I am certain that this will be a rewarding experience for you.

The choices of the galleries that you can visit are listed below. Please note that you must choose the galleries, the cultural heritage of which we have already discussed.

**You are expected to write a two page informed and critical report on your visit to the Museum on the galleries that you have visited. The report has to be typed and written in correct English! Your report is duein class, on Wednesday, May 11th 2015. NO LATE SUBMISSIONS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**

I leave the topic of the report to your own choosing. In general, in the galleries of your choice, you are asked to try and identify any aspect of the cultures that we have talked about. I suggest you review the material we have discussed on the topic before going to the museum. It will be so much more rewarding. You might decide to write on a number of objects or on the galleries that you visited as a whole. Whatever your choice, please make sure that you also take notes on at least a few objects that stand out for you. And you must make sure that you identify aspects of the cultural tradition that we have talked about in your report. The Museum is a world onto its own and is quite large . So I suggest that you plan your visit before hand by going to the Museum page. ((<http://www.metmuseum.org>)

You can choose to visit some of the following exhibitions:

1. Gallery 404 - Kingdoms and Empires: The Ancient Near East ca. 2000 B.C.–A.D. 200

(<http://www.metmuseum.org/visit/museum-map/galleries/ancient-near-east/404>)

1. Gallery 405 - From the Achaemenid to the Sasanian Empire: The Ancient Near East and Silk Road Contacts ca. 559 B.C.–A.D. 651 (<http://www.metmuseum.org/visit/museum-map/galleries/ancient-near-east/405>)
2. Gallery 406 - The Interconnected World of the Ancient Near East

(<http://www.metmuseum.org/visit/museum-map/galleries/ancient-near-east/406>)

1. Egyptian Art: Note that Egyptian art has 39 galleries!!!

(Galleries 1-39)

1. Greek and Roman Art Galleries (150-176)
2. Islamic Art (Galleries 450-564)

**Enrollment expectations and profile of student enrollment**

Initially, the Social Science Department will offer one section of this course each semester. More sections will be added once enrollment predictions warrant multiple sections being added to the MCF. An initial enrollment of 30-40 students is expected initially, especially if the course is accepted in the World Cultures and Global Issues category, which is fully expected. It is expected that most students who take this course will be from the Liberal Arts and Sciences Degree programs, but we also expect that many Muslim students from outside the LAS degree programs would be interested in taking this course as a Common Core or liberal arts elective.

**Bibliography**  
Ali, Muhammad, The Holy *Qur'an*, with English Translation and Commentary, Ohio, 2002.

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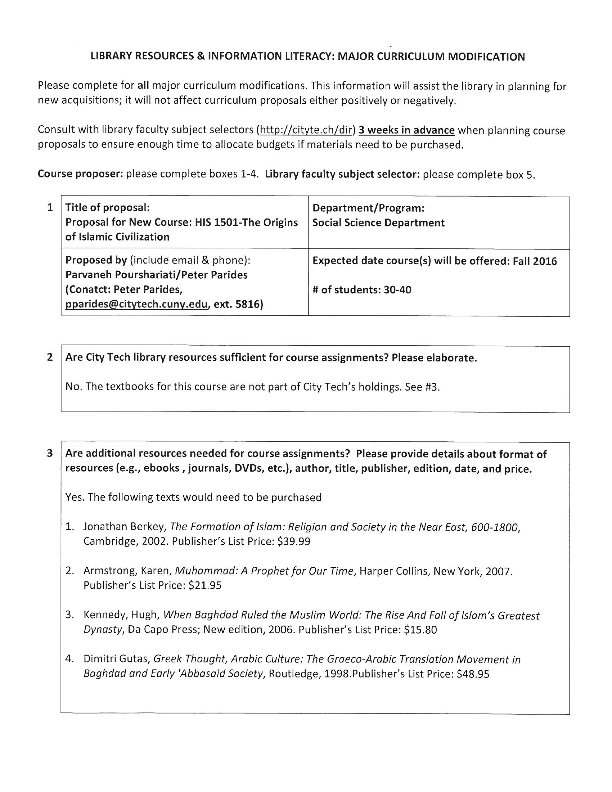
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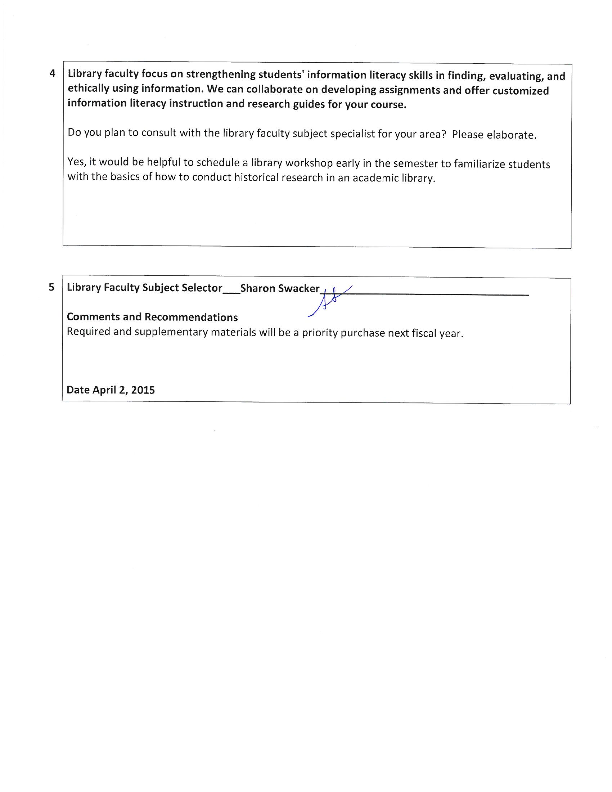
**Section AIV: New Course**

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| **Department(s)** | **Social Science** |
| **Academic Level** | **[X] Regular [  ] Compensatory [  ] Developmental [  ] Remedial** |
| **Subject Area** | **History** |
| **Course Prefix** | **HIS** |
| **Course Number** | **1501** |
| **Course Title** | **The Origins of Islamic Civilization** |
| **Catalog Description** | **A survey of the origins of Islamic civilization in a global context. By examining the life of the Prophet Muhammad, the period of the Rightly Guided Caliphs, the Arab conquest of the Middle East, the Umayyad and Abbasid Caliphates, as well as the scientific, literary and artistic achievements of Muslims, this course discusses the contribution of Islamic civilization to the development of human society.** |
| **Prerequisite** | **CUNY Proficiency in Reading & Writing** |
| **Corequisite** | **None** |
| **Pre- or corequisite** | **None** |
| **Credits** | **3** |
| **Contact Hours** | **3** |
| **Liberal Arts** | **[ X ] Yes [  ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | **None** |
| **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** | **Fall 2016** |

**Rationale:**

**Given the current importance of the Middle East in world affairs and the diversity of City Tech’s student population, this course should be of wide interest and great value to City Tech students. As one of three Middle Eastern/Islamic history courses currently in development, this course will diversify the offerings of the history discipline of the Social Science Department.**

**CUNY Common Core**



**Course Submission Form**

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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

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| **College** | **New York City College of Technology** |
| **Course Number** | **HIS 1501** |
| **Course Title** | **The Origins of Islamic Civilization** |
| **Department(s)** | **Social Science** |
| **Discipline** | **History** |
| **Subject Area** | Enter one Subject Area from the attached list. **History** |
| **Credits** | **3** |
| **Contact Hours** | **3** |
| **Pre-requisites** | **CUNY proficiency in reading and writing** |
| **Catalogue Description** | **A survey of the origin of Islamic civilization in a global context. By examining the life of the Prophet Muhammad, the period of the Rightly Guided Caliphs, the Arab conquest of the Middle East, the Umayyad and Abbasid Caliphates, as well as the scientific, literary and artistic achievements of Muslims, this course discusses the contribution of Islamic civilization to the development of human society.** |
| **Syllabus** | Syllabus must be included with submission, 5 pages max |
| **Waivers for 4-credit Math and Science Courses**  All Common Core courses must be 3 credits and 3 hours.  Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas. | |
| **If you would like to request a waiver please check here:** |  |
| **If waiver requested:**  Please provide a brief explanation for why the course will be 4 credits. |  |
| **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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| **Indicate the status of this course being nominated:**  current course revision of current course a new course being proposed-X | | |
| **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  World Cultures and Global Issues-**X** Individual and Society  US Experience in its Diversity Scientific World  Creative Expression | |
| **Learning Outcomes**  **In the left column explain the assignments and course attributes 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. | |
| **Students will read a variety of textual sources, both secondary and primary with corresponding in-class discussion, in-class quizzes, and short answer exam questions to assess their knowledge acquisition. Students will also visit the Metropolitan Museum of Art to view exhibits. Students will write a report about their museum visit.**  **Students will develop the ability to gather, sift, analyze order, synthesize, and interpret evidence. They will be able to craft their own argument supported by evidence.** | * Gather, interpret, and assess information from a variety of sources and points of view. |
| **Students will distinguish between primary and secondary sources, as well as explain the critical perspective of their sources. Students will cite all sources properly for both their written and oral presentations.**  **Students will discuss these sources both orally and in writing throughout the semester as they engage in in-class discussion, and as they write short-answer quizzes and exams.** | * Evaluate evidence and arguments critically or analytically. |
| **Students will write short essays responding to primary source texts that they read over the course of the semester and will write a report based on their visit to the Metropolitan Museum of Art.**  **Students will discuss these sources both orally and in writing throughout the semester as they engage in in-class discussion, and as they write short-answer quizzes and exams.** | * 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 fulfill this outcome by answering multiple-choice, true/false, identification, and essay questions on quizzes, the midterms, and final exam. These questions will require students to define and to use appropriately the concepts and methods of history.**  **Students will write short essays responding to primary source texts that they read over the course of the semester and will write a report based on their visit to the Metropolitan Museum of Art.** | * 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 fulfill this outcome by tracing the evolution and identifying the achievements of Islamic civilization throughout the semester.**  **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 through written exams, quizzes, assignments, and in-class discussion.** | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| **Students will fulfill this outcome by examining the the scientific, literary and artistic achievements of early Muslim societies.**  **Students will demonstrate this competency by 1) engaging in in-class discussion 2) answering multiple-choice, true false, identification, short answer and short essay questions on quizzes and exams, and by 3) writing response essays and a museum report.** | * 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. |