**New Course**

**Curriculum Modification Proposal**

**HIS1502: The Islamic Empires**

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

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

**Proposed by Stephanie Boyle**

**Social Science Department**

**Fall 2017**

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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 1502** |
| **Date** | **October 31, 2017** |
| **Major or Minor** | **Major** |
| **Proposer’s Name** | **Stephanie Boyle** |
| **Department** | **Social Science** |
| **Date of Departmental Meeting in which proposal was approved** | Nov 2nd, 2017 |
| **Department Chair Name** | **Peter Parides** |
| **Department Chair Signature and Date** | **10/31/17** |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | 2/12/18 |
| **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 proposed as a Pathways flexible core offering in the field of World Cultures and Global Issues. It will be a mixture of lecture and discussion. While this is a history course and offered as a general education requirement, it is intended to attract students with a variety of interests. This course also speaks directly to City Tech’s demographics and potential interests. Many students come from Middle Eastern backgrounds or share religious or cultural heritage with the regions under study and have interest in learning the historical context. Because of the other courses on the Muslim World, initial enrollment numbers would be expected to be around 30 with the hopes of adding other courses that would focus on the Middle East/ the Muslim World. |
| **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).  | Currently, the history discipline and Social Science department offers History 1501: The Origins of Islamic Civilizations and History 1503: The Modern Middle East and North Africa. History 1502 would complete the series to offer introductory courses that geographically and chronologically cover the Muslim world. |
| **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 |

**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
 | 11/17 |
| * Chair’s Signature
 | X |
| * Dean’s Signature
 | x |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. | none |
| Documentation of Advisory Commission views (if applicable). |  |
| 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.  |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

 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 Islamic Empires 1000-1800 |
| **Proposal Date** | 10/5/2017 |
| **Proposer’s Name**  | Stephanie Boyle |
| **Course Number** | HIS1502 |
| **Course Credits, Hours** | 3 credits/ 3 hours |
| **Course Pre / Co-Requisites** | CUNY Proficiency in Reading and Writing |
| **Catalog Course Description** | A survey of the history of the Ottoman, Safavid, and Mughal Empires, focusing on their development, interactions and impact on the Muslim world. Using historical sources and cultural artifacts, students learn to identify major intellectual trends in Islamic thought and architecture as well as shifting political patterns across these empires. |
| **Brief Rationale**Provide a concise summary of why this course is important to the department, school or college. | Currently, the history discipline and Social Science department offers History 1501: The Origins of Islamic Civilizations and History 1503: The Modern Middle East and North Africa. History 1502 would complete the series to offer introductory courses that geographically and chronologically cover the Muslim world.  |
| **CUNY – Course Equivalencies**Provide information about equivalent courses within CUNY, if any. | While a number of the CUNY schools offer classes that cover the Middle East in this period, none of them cover the Middle East and North Africa along with South and Central Asia.  |
| **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 |
| **For Interdisciplinary Courses:*** Date submitted to ID Committee for review
* Date ID recommendation received

- Will all sections be offered as ID? Y/N |  |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** |  |

**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 |
| * CUNY – Course Equivalencies
 | 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 LabsIf 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. | X |
| Where does this course overlap with other courses, both within and outside of the department? | none |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| 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) | 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. | n/a |
| **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 |
|  Interdisciplinary Committee Recommendation (if applicable and if received)\* \*Recommendation must be received before consideration by full Curriculum Committee |  |
| [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)  |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(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). |  |
| Established Timeline for Curricular Experiment |  |

**History 1502: The Islamic Empires 1000-1800**

**Course Rationale and Needs Assessment**

History 1502- is an important course that will diversify the course offers of the history discipline that will complete the 1500 series that covers the Muslim World from the 6th century to the present.

This course is proposed as a Pathways flexible core offering in the field of World Cultures and Global Issues. It will be a mixture of lecture and discussion. While this is a history course and offered as a general education requirement, it is intended to attract students with a variety of interests. This course also speaks directly to City Tech’s demographics and potential interests. Many students come from Middle Eastern backgrounds or share religious heritage/ cultural heritage with the region and have interest in learning the historical context. Because of the other courses on the Muslim World, initial enrollment numbers would be expected around 30 with the hopes of adding other courses that would focus on the Middle East/ the Muslim World.

This course will be taught every Fall alongside 1501. It will be offered in the mornings so it will not conflict with 1501 which tends to be offered much later in the day.

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**City University of New York**

**School of Liberal Arts**

**Department of Social Science**

**COURSE CODE: His 1502**

**COURSE TITLE: The Islamic Empires 1000 to 1800**

**(3 class hours, 3 credits)**

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

**Course created Oct 2017 Stephanie Boyle**

**Course Description:** A survey of the history of the Ottoman, Safavid, and Mughal Empires, focusing on their development, interactions and impact on the Muslim world. Using historical sources and cultural artifacts, students learn to identify major intellectual trends in Islamic thought and architecture as well as shifting political patterns across these empires.

**Suggested Texts:** Albert Hourani, *A History of the Arab Peoples* (NY: Warner, 1991), or

Halil Inalcik, *The Ottoman Empire:* *The Classical Age 1300-1600* (London: Phoenix, 1995) or

Douglas Streusand, *Islamic Gunpowder Empires: Ottomans, Safavids and Mughals* (Philadelphia: Westview Press, 2011) or

Stephen Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge

University Press, 2010)

\*selection of readings from texts that are topic specific

\*both texts and assignments are at the discretion of the individual instructor, but topics must follow the outline below

**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 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 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:**

2 or 3 Examinations 30- 40%

2 or 3 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.

1. Excessive Absence

If a student stops attending a class, 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.

Sample Sequence and Course Schedule

|  |  |
| --- | --- |
| Week One: Introduction to the course and the formation of the Middle East (600-1050)  | Readings: Hourani, 1-59**Map Quiz- Middle East, North Africa and Central Asia** |
| Week Two: Crusades and Seljuk Turks | Readings: Selections from the Crusades from Arab Eyes, Malouf |
| Week Three: The Experience of the Later Crusades and Pax Mongolia | Discussion of primary sources- to be handed out ahead of class and selections from the documentary on the Crusades**Primary source analysis due** |
| Week Four: The Rise of the Mamlukes and its Institutions | Readings: David Ayalon, “Aspects of the Mamluk Phenomenon: The Importance of the Mamluk Institution,” in David Ayalon, *The Mamluk Military Society* 196-225 |
| Week Five: The Rise of the Islamic Empires | Readings on commonality and comparison of the Safavids, Ottomans, and MughalsStephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals,*1-76\*Texts below found on BlackboardSanjay Subrahmanyam, “Written on Water: Design and Dynamics in the Portuguese *Estado da ĺndia*,” in *Empires: Perspectives from Archeology and History*, eds. S.E. Alcock, et al. 42-69Chris Bayly, “Political and Social Change in the Muslim Empires,” in C.A. Bayly, *Imperial Meridian: The British Empire and the World, 1780-1830*, 16-34Stephen Blake, “Safavid, Ottoman, and Mughal Empires,” in Stephen Blake, *Time in Early Modern Islam: Calendar, Ceremony, and Chronology in the Safavid, Mughal, and Ottoman Empires***Primary source analysis due** |
| Week Six: The Social and Religious Life of the Ottoman Empire | Please read from the selection of primary sources posted on Blackboard. Hourani, 117-122 |
| Week Seven: Review for Midterm/ Midterm | **In class review followed by an exam that is a mixture of short answer and essay questions** |
| Week Eight: Early Modern Persia and the Making of the Safavid Empire | Hodgson, “The Safavi Empire: Triumph of the Shi’ah 1503-1722,” 314-330. |
| Week Nine: Mughals | Catherine B. Asher and Cynthia Talbot, *India Before Europe* (Cambridge: Cambridge UniversityPress, 2006), 25-52, 115-152**Map Quiz of Mughal Empire** |
| Week Ten: Imperial Capitals | Gulru Necipoglu, “Framing the Gaze in Ottoman, Safavid, and Mughal Palaces,” *Ars Orientalia*, 23 (1993): 303-342Stephen Blake, “Comparison and Conclusion,” in Stephen Blake, *Shahjahanabad: The Imperial City in* *Mughal India, 1639-1739* 183-211.Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals,*208-246. |
| Week Eleven: Merchants and Long Distance Trade | Zeldes and Frenkel, The Sicilian Trade- Jewish Merchants on the Mediterranean in the 12th and 13th Centuries, 146-159\*excerpts from the Geniza DocumentsSebouh Aslanian, “Trade Diaspora vs. Colonial State: Armenian Merchants, the East India Company and the High Court of Admiralty in London, 1748-1752,” *Diaspora: A Journal of Transnational Studies* 13, 1 (2006): 37-100Suraiya Faroqhi, “Trade Between the Ottomans and Safavids: The Acem Tüccari and others,” in *Iran and the World in the Safavid Age*, edited by Edmund Herzig and Willem Floor (London: I.B. Tauris, 2013), 237-253\*John F. Richards, “The Economy, Societal Change, and International Trade,” in John F. Richards,*The Mughal Empire* (Cambridge: Cambridge University Press, 1995), 185-204 |
| Week Twelve: Religious and Other Minorities, Social History of Coffee Houses and Sufi Hostels | Religious Minorities*The Ornament of the World*, 123-145Vera B. Moreen, “Status of Religious Minorities in Safavid Iran, 1617-1661,” in *Journal of Near* *Eastern Studies* 40, 2 (1981): 119-134 |
| Week Thirteen: Early Modern Persia | Morgan Medieval Persia, 1040-1797 and Hodgeson, “The Safavi Empire: Triumph of the Shia, 1503-1722* 4-6 page paper due on one of many topics: gender, religion, economics, architecture, or urban development
 |
| Week Fourteen: Golden Age of the Ottomans | Kafadar, “The Question of Decline,” 331-351* Museum write-up due
 |
| Week Fifteen: Napolean and the Emergence of European Hegemony | Readings: al- Jabarti’s Invasion of Egypt **Final Exam** |

**Bibliography**

Jane Burbank and Frederick Cooper, “Imperial Trajectories,” in *Empires in World History: Power and* *Politics of Difference* (Princeton: Princeton University Press, 2011.

Stephen Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2010).

P. M. Holt, *The Age of the Crusades: The Near East from the Eleventh Century to 1517* (New York: Routledge, 1986).

Albert Hourani, *A History of the Arab Peoples* (NY: Warner, 1991).

Halil Inalcik, *The Ottoman Empire:* *The Classical Age 1300-1600* (London: Phoenix, 1995).

Amin Maalouf, *The Crusades Through Arab Eyes* (Paris: Schocken, 1983).

Andrew Newman, “Monumental Challenges and Monumental Responses: The Reign of Abbas I (1587-1629),” in Andrew Newman, *Safavid Iran: Rebirth of a Persian Empire* (London: I.B. Tauris, 2008).

Douglas Streusand, *Islamic Gunpowder Empires: Ottomans, Safavids and Mughals* (Phladelphia: Westview Press, 2011).

Section AIV: New Courses

## Please fill in all applicable fields.

**New courses to be offered in the XXXXX department**

|  |  |
| --- | --- |
| **Department(s)** | Social Science |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial**  |
| **Subject Area** | History |
| **Course Prefix** | HIS |
| **Course Number** | 1502 |
| **Course Title** | The Islamic Empires 1000-1800 |
| **Catalog Description** | A survey of the history of the Ottoman, Safavid, and Mughal Empires, focusing on their development, interactions and impact on the Muslim world. Using historical sources and cultural artifacts, students learn to identify major intellectual trends in Islamic thought and architecture as well as shifting political patterns across these empires.  |
| **Prerequisite** | CUNY Proficiency in Reading and Writing |
| **Corequisite** | None |
| **Pre- or corequisite** | none |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Liberal Arts** | **[ x ] Yes  [   ] No**  |
| **Course Attribute (e.g. Writing Intensive, etc)** |  |
| **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 2019 |

**Rationale:**

Currently, the history discipline and Social Science department offers History 1501: The Origins of Islamic Civilizations and History 1503: The Modern Middle East and North Africa. History 1502 would complete the series to offer introductory courses that geographically and chronologically cover the Muslim world.

**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 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 1502 |
| **Course Title** | The Islamic Empires 1000-1800 |
| **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** | A survey of the history of the Ottoman, Safavid, and Mughal Empires, focusing on their development, interactions and impact on the Muslim world. Using historical sources and cultural artifacts, students learn to identify major intellectual trends in Islamic thought and architecture as well as shifting political patterns across these empires. |
| **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 |  FlexibleXX[ ]  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.  |  |

|  |
| --- |
| **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 creditsA 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 creditsA 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.
 |

|  |
| --- |
| **C. Life and Physical Sciences:** Three creditsA 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.
 |

History 1502: The Islamic Empires 1000-1800

**Course Description:** A survey of the history of the Ottoman, Safavid, and Mughal Empires, focusing on their development, interactions and impact on the Muslim world. Using historical sources and cultural artifacts, students learn to identify major intellectual trends in Islamic thought and architecture as well as shifting political patterns across these empires.

**Suggested Texts:** Albert Hourani, *A History of the Arab Peoples* (NY: Warner, 1991), or

Halil Inalcik, *The Ottoman Empire:* *The Classical Age 1300-1600* (London: Phoenix, 1995) or

Douglas Streusand, *Islamic Gunpowder Empires: Ottomans, Safavids and Mughals* (Philadelphia: Westview Press, 2011)

\*selection of readings from texts that are topic specific and short selected readings may be handed out or posted on blackboard

**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 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 be assessed through written exams, quizzes, assignments, in-class discussion and group presentations.  |

**Course Grade Scale:**

Examinations 30- 40%

Paper Assignments: 40%

Quizzes: 5-10%

Attendance and Participation: 5-10%

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| Week One: Introduction to the course and the formation of the Middle East (600-1050)  | Readings: Hourani, 1-59**Map Quiz- Middle East, North Africa and Central Asia** |
| Week Two: Crusades and Seljuk Turks | Readings: Selections from the Crusades from Arab Eyes, Malouf |
| Week Three: The Experience of the Later Crusades and Pax Mongolia | Discussion of primary sources- to be handed out ahead of class and selections from the documentary on the Crusades**Primary source analysis due** |
| Week Four: The Rise of the Mamlukes and its Institutions | Readings: David Ayalon, “Aspects of the Mamluk Phenomenon: The Importance of the Mamluk Institution,” in David Ayalon, *The Mamluk Military Society* 196-225 |
| Week Five: The Rise of the Islamic Empires | Readings on commonality and comparison of the Safavids, Ottomans, and MughalsStephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals,*1-76Sanjay Subrahmanyam, “Written on Water: Design and Dynamics in the Portuguese *Estado da ĺndia*,” in *Empires: Perspectives from Archeology and History*, eds. S.E. Alcock, et al. 42-69Chris Bayly, “Political and Social Change in the Muslim Empires,” in C.A. Bayly, *Imperial Meridian: The British Empire and the World, 1780-1830*, 16-34Stephen Blake, “Safavid, Ottoman, and Mughal Empires,” in Stephen Blake, *Time in Early Modern Islam: Calendar, Ceremony, and Chronology in the Safavid, Mughal, and Ottoman Empires***Primary source analysis due** |
| Week Six: The Social and Religious Life of the Ottoman Empire | Please read from the selection of primary sources posted on Blackboard. Hourani, 117-122 |
| Week Seven: Review for Miderm/ Midterm | **In class review followed by an exam that is a mixture of short answer and essay questions** |
| Week Eight: Early Modern Persia and the Making of the Safavid Empire | Hodgson, “The Safavi Empire: Triumph of the Shi’ah 1503-1722,” 314-330. |
| Week Nine: Mughals | Catherine B. Asher and Cynthia Talbot, *India Before Europe* (Cambridge: Cambridge UniversityPress, 2006), 25-52, 115-152**Map Quiz of Mughal Empire** |
| Week Ten: Imperial Capitals | Gulru Necipoglu, “Framing the Gaze in Ottoman, Safavid, and Mughal Palaces,” *Ars Orientalia*, 23 (1993): 303-342Stephen Blake, “Comparison and Conclusion,” in Stephen Blake, *Shahjahanabad: The Imperial City in* *Mughal India, 1639-1739* 183-211.Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals,*208-246. |
| Week Eleven: Merchants and Long Distance Trade | Zeldes and Frenkel, The Sicilian Trade- Jewish Merchants on the Mediterranean in the 12th and 13th Centuries, 146-159\*excerpts from the Geniza DocumentsSebouh Aslanian, “Trade Diaspora vs. Colonial State: Armenian Merchants, the East India Company and the High Court of Admiralty in London, 1748-1752,” *Diaspora: A Journal of Transnational Studies* 13, 1 (2006): 37-100Suraiya Faroqhi, “Trade Between the Ottomans and Safavids: The Acem Tüccari and others,” in *Iran and the World in the Safavid Age*, edited by Edmund Herzig and Willem Floor (London: I.B. Tauris, 2013), 237-253\*John F. Richards, “The Economy, Societal Change, and International Trade,” in John F. Richards,*The Mughal Empire* (Cambridge: Cambridge University Press, 1995), 185-204 |
| Week Twelve: Religious and Other Minorities, Social History of Coffee Houses and Sufi Hostels | Religious Minorities*The Ornament of the World*, 123-145Vera B. Moreen, “Status of Religious Minorities in Safavid Iran, 1617-1661,” in *Journal of Near* *Eastern Studies* 40, 2 (1981): 119-134 |
| Week Thirteen: Early Modern Persia | Morgan Medieval Persia, 1040-1797 and Hodgeson, “The Safavi Empire: Triumph of the Shia, 1503-1722* 4-6 page paper due on one of many topics: gender, religion, economics, architecture, or urban development
 |
| Week Fourteen: Golden Age of the Ottomans | Kafadar, “The Question of Decline,” 331-351* Museum write-up due
 |
| Week Fifteen: Napolean and the Emergence of European Hegemony | Readings: al- Jabarti’s Invasion of Egypt **Final Exam** |

Sample writing assignments:

General instructions:

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/>

**Film Summary- *Kingdom of Heaven***

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 what was discussed in the paper. Again do not throw this paragraph away. It’s the last chance to make a good impression!

**Rubric for primary source exercises**

There will five options for the primary source exercises. You must write three. Each of these papers will be no longer than 450 words, but no shorter than 300. Please write **two single spaced** paragraphs and use **Times New Roman 12pt** font or something comparable.

P1- Should provide the title of the source, a very brief summary of the text and say what students hope to critique-argue in P2. This should be an assessment of the source. What is your perspective? What is the text telling us?

P2- Should be an analytical paragraph that provides (at least) one example from the text to support the author’s claim…ie. The slave’s story provides insight into the cruelty of the system, “insert quotation from text here.” Using direct quotations provides clarity and helps to support the author’s claims.

\*there are no rewrites



