HIST-2031: ISLAM TO THE MODERN MIDDLE EAST

Cuyahoga Community College

Viewing: HIST-2031: Islam to the Modern Middle East

Board of Trustees:
June 2020

Academic Term:
Fall 2020

Subject Code
HIST - History

Course Number:
2031

Title:
Islam to the Modern Middle East

Catalog Description:
This course examines Middle Eastern history from the time of Muhammad to the present with an emphasis on the 19th and 20th centuries; includes background into the religious diversity of the region, the Ottoman and Safavid empires, the era of European colonialism, the rise of feminism, and recent developments in the region.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-1010 College Composition I, or ENG-101H Honors College Composition I.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

Courses offered in other part of terms (e.g. 14 week, 8 week, flexibly scheduled, etc.) ensure equivalent workloads. Students should prioritize their time accordingly, particularly when taking part of term courses.

II. ACCESSIBILITY STATEMENT

Tri-C is committed to providing online services, software, and electronic information that is accessible and usable by all of our students, including those with disabilities. It is our mission to provide accessible opportunities and services by complying with Federal and State accessibility guidelines.

If you need any special course adaptations or accommodations because of a documented disability, please contact Student Accessibility Services (SAS) (https://www.tri-c.edu/student-accessibility-services) or SAS via email at CCCSAS@TRI-C.EDU. Students have the right to request accommodations at any point in the semester; however, accommodations are not retroactive.

Eastern (216) 987-2052 - Voice. (216) 987-2423 - Fax
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to repay all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:
- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return.

Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:
• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes
Course Outcome(s):
Acquire and evaluate diverse credible sources when examining Islamic identity and its development in the region.
Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Objective(s):
1. Describe the historical context out of which Islam emerged and the extent of its geographic expansion over time.
2. Differentiate between cultural and religious traditions of Islam in and outside of the Middle East.
3. Evaluate the historical relationship between Islam and the other Abrahamic faiths in terms of culture, language, and traditions including science, literature, technology, and the arts.
4. Explain how major social and historical events have shaped Islamic politics and perspectives in the past and in contemporary societies.
5. Research Islamic civilization and the Middle East by utilizing credible primary and secondary resources either online and/or in print.
6. Research, organize, and prepare a written essay on a given topic related to Islamic history and culture using a variety of primary source documents, websites, and materials reflecting diverse perspectives.
7. Analyze the various forms of feminism which have shaped women’s conditions and rights in the Middle East.
8. Formulate a prognosis on the relationship between the West and the Islamic world and ways these regions can better improve diplomatically for the future.

Course Outcome(s):
Analyze, evaluate, and synthesize historical Islamic practices and traditions and their influence on various cultures.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Objective(s):
1. Describe the historical context out of which Islam emerged and the extent of its geographic expansion over time.
2. Differentiate between cultural and religious traditions of Islam in and outside of the Middle East.
3. Evaluate the historical relationship between Islam and the other Abrahamic faiths in terms of culture, language, and traditions including science, literature, technology, and the arts.
4. Explain how major social and historical events have shaped Islamic politics and perspectives in the past and in contemporary societies.
5. Research Islamic civilization and the Middle East by utilizing credible primary and secondary resources either online and/or in print.
6. Review the Muslim Diaspora and explain the impact on regions of the world including the United States and Europe.
7. Research, organize, and prepare a written essay on a given topic related to Islamic history and culture using a variety of primary source documents, websites, and materials reflecting diverse perspectives.

Course Outcome(s):
Demonstrate sensitivity to the beliefs, views, values, and practices of the diverse people of the Middle East.
Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.
Objective(s):
1. Differentiate between cultural and religious traditions of Islam in and outside of the Middle East.
2. Evaluate the historical relationship between Islam and the other Abrahamic faiths in terms of culture, language, and traditions including science, literature, technology, and the arts.
3. Explain how major social and historical events have shaped Islamic politics and perspectives in the past and in contemporary societies.
4. Research, organize, and prepare a written essay on a given topic related to Islamic history and culture using a variety of primary source documents, websites, and materials reflecting diverse perspectives.
5. Analyze the various forms of feminism which have shaped women's conditions and rights in the Middle East.
6. Formulate a prognosis on the relationship between the West and the Islamic world and ways these regions can better improve diplomatically for the future.

Methods of Evaluation:
1. Quizzes and exams over course material
2. Weekly postings on discussion board
3. Monthly experiential learning assignments
4. Final essay
5. Oral/visual presentation(s) on specific topics
6. Final evaluation

Course Content Outline:
1. Introduction to Course, Methods, Historical Framework
   a. Conceptual Definitions
   b. Using primary sources
   c. Placing Islamic History in Context
   d. Myths and Misconceptions about Muslims
2. Pre-Islamic Arabia to the Time of Muhammad
   a. Cultures, Traditions, and Influential Leaders
   b. Geographical Context
3. Events and Leaders Shaping Early Islamic Civilizations
   a. Muhammad and Foundations of Islam to 632 CE
      i. Religious Practices
         1. The Five Pillars of Faith
         2. The 3 Duties of the Believers
      ii. Islamic Law and Political Traditions
         1. The Concept of Shari’ah
         2. Medina’s Constitution and Muhammad’s Last Sermon
4. Islamic Expansion and Empire to 750 CE
   a. Conflict and conquest: Egypt, Spain, Franks
   b. Politics, philosophy, literature
5. The Development of Islamic Sciences
   a. Medicine
   b. Mathematics
   c. Architecture
   d. Engineering
   e. Astronomy
6. Expansion within and without Islamic Organizations
   a. Religious Development
      i. Sunni and Shia Traditions
      ii. Sufism and the Mystical Dimension
      iii. Relations with other religions: the Crusades
   b. Political Development of the Caliphates
7. Islamic Conquests and Spread of Islam
   a. Persia
   b. Islamic Conquests in North Africa
   c. Andalusia “Islamic Spain”
   d. Islamic Conquests in East Asia: India, China, East Indies
8. The Turks and the Ottoman Empire
a. Fall of Constantinople (1453)
b. Ottoman Civilization
   i. Arts and Literature
   ii. Sciences and Architecture
c. Role in the European Renaissance and Decline of Ottoman Empire
9. Rise of Western Dominance
   a. Crusades to Colonialism
      i. Decline of the Church and Rise of Nation-State in Spain, France
      ii. Mercantilism and Imperialism
   b. Orientalism and Islamic Response
10. Modern Era: Nineteenth century to Present
    a. Concept of Modernity
    b. Rise of Reformist Movements
    c. Rise of Islamic Nationalism
11. Historical Impact on Contemporary Cultures and Events
    a. Islam, Democracy, and Secularism
       i. Algeria
       ii. Turkey
       iii. Pakistan
       iv. Egypt
       v. Libya
       vi. Iraq
       vii. Iran
    b. Near East and Far East
       i. Indonesia
       ii. China
    c. Eastern Europe and the Balkans
       i. Soviet Union: Chechnya and Muslim republics
       ii. Yugoslavia and Balkan ‘ethnic cleansing’
    d. The United States
       i. Ahmadiyyah movement
       ii. Nation of Islam
       iii. The Rise of Orthodoxy: ISNA, ICNA, CAIR, etc.
12. Islam and the War on terrorism
    a. 9/11 and its impact
    b. Radical Muslim Groups and Terrorism
    c. United States Foreign policy
       i. Palestine/Israel
       ii. Saudi Arabia
       iii. Afghanistan
       iv. Iraq
       v. Iran
13. Feminism
    a. Western vs. Islamic Feminism
    b. Discourse on the veil
    c. The relationship between democracy and women’s freedom and equality
14. Islamic Views on the Clash of Civilizations
    a. Islamic Approach to Terrorism
    b. Islam and Global Peace

Resources


**Resources Other**

1. **Online Websites:**
   a. The Oriental Institute of the University of Chicago URL: http://oi.uchicago.edu/
   c. Al Jazeera URL: http://www.aljazeera.com/
   d. The Center for Middle Eastern and North African Studies at the University of Michigan URL: https://www.ii.umich.edu/cmenas/ (http://catalog.tri-c.eduURL:https://www.ii.umich.edu/cmenas/)
   e. The Arab American National Museum URL: http://arabamericanmuseum.org/Home.id.2.htm

2. **Documentaries:**
   c. Umm Kulthum: A Voice Like Egypt. Director, Michel Goldman. Arab Film Distribution, 1996.

**Instructional Services**

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