

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject MES (MES - Middle Eastern Studies) Catalog Nbr 170	

Course Revision & College	
Form Submission Revised Submission	College Queens College
<p>Please describe revisions that have been made to this course Revised syllabus and form (learning outcomes). Revisions are highlighted within the syllabus. Please note that the file "MES-170_2020-03-04.pdf" is retained for comparison with the new file "MES_170_Syllabus_Pathways_WCGI_2nd_Revision_March_2021.docx"</p>	

Course Data		
Course ID 124402	Subject MES (MES - Middle Eastern Studies)	Catalog Nbr 170
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle Islam		
<p>Course Description An introduction to the scriptures, tenets, practice and historical development of the religion of Islam and the principal genres of scholarly and religious expression in Islamic societies. Throughout the course, a chronological account will be paired with theme discussions on law, science, philosophy, mysticism and daily life. The status of Islamic religion in the culture and its influence on the formation and development of various institutions in society will be investigated. In addition, the origins and development of sectarianism and the main religious sects in Islamic societies will be discussed. The changing nature of the relationship between religious tradition, political structures, economy and society from the rise of Islam in the seventh century until the post-colonial period in the twentieth century will be highlighted.</p>		
Department Classical, Middle East & Asian Languages		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
MES-170_2020-03-04.pdf
MES_170_Syllabus_Pathways_WCGI_2nd_Revision_March_2021.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
<p>English Composition</p> <p>Math & Quantitative Reasoning</p> <p>Life and Physical Sciences</p>	<p><input checked="" type="checkbox"/></p> <p>World Cultures & Global Issues</p> <p>US Experience in its Diversity</p> <p>Creative Expression</p> <p>Individual and Society</p> <p>Scientific World</p>
Learning Outcomes: Questions	Learning Outcomes: Responses
<p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p>	<p>In preparation for their structured debate, students will gather, interpret, and access information from both scholarly and journalistic sources to provide evidence for their side of oral arguments. Additionally, in order to respond to weekly Exit Tickets as well as essay questions on the midterm and final exams, students will access and interpret various course readings and materials which will include contrasting points of view on issues such as the role of women in Islam, the compatibility of Islamic law with democracy, and the status of religious minorities under Islamic law.</p>
<p>* 2. Evaluate evidence and arguments critically or analytically.</p>	<p>In the midterm and final exams, students will be required to critically evaluate scholarly arguments in order to use it as evidence in their arguments for their own essay responses. Additionally, for their structured debate, students will access and analyze evidence for a given side on an issue in order to gauge whether or not it is useful for their side of the debate. Students in the audience of debates will also evaluate the evidence and arguments presented in debates to determine which side's argument they consider more logical or valid.</p>
<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>Students will be required to generate logical, analytical written arguments in their essay responses to exam questions as well as for weekly Exit Tickets. They will use evidence gathered from course readings to support their conclusions. For example, they will be asked to engage with both Huntington and Said's arguments about whether there is a clash or an encounter of civilizations between Islam and the West and support their personal opinion on the question with evidence from these two scholars' work as well as critiques of both scholars' arguments. In the structured debates, students will create well-reasoned arguments to make their case for their side of the debate.</p>

<p>4. 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.</p>	<p>In their Exit Ticket responses, midterm and final exam essays, debates, and class discussions, students will be required to demonstrate their knowledge of basic concepts in Islamic culture and Islamic history. This includes knowledge of concepts such as the five pillars, the hadith, basic knowledge of the history, structure, and compilation of the Quran as well as the major themes and content of Meccan suras, the hijra, Islamic law, Sufism, and the history of major sects of Islam. Additionally, student are required to identify the major historical Islamic empires as well as major issues in the Islamic world in the 20th century such as the rise of political Islamist movements and the status of women.</p>
<p>5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>	<p>In Exit Ticket responses and midterm and final exam essays, students will engage with multiple viewpoints on Islamic history and culture. For example, students will compare and contrast views of Sunni and Shi'i Muslims on the notion of leadership in the Islamic community as well as basic practices and beliefs.</p>
<p>6. Analyze the historical development of one or more non-U.S. societies.</p>	<p>In midterm and final exam responses, students will be required to critical analyze the initial development of Islam as a religious movement, its subsequent spread through war and foundation of the major Islamic empires (632-1919 CE), the development of Islamic revivalism in the 18th and 19th centuries as well as the emergence of modern political Islamism, including through specific cases of the Arabian Peninsula and Iran.</p>
<p>7. Analyze the significance of one or more major movements that have shaped the world's societies.</p>	<p>In the midterm exam, students will be required to demonstrate their knowledge of and analyze Islam as a religious movement from its inception in the Arabian Peninsula in the 7th century to its transformative impact on various societies across North Africa and West and Central Asia through the major Islamic empires from 632 C.E. through the end of Ottoman empire. Additionally, in the final exam, students will analyze the impact of 18th century Islamic revivalism on Islamist political movements in the 20th -21st century as well as the historical presence and status of Muslims in US society.</p>
<p>8. 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.</p>	<p>Through the midterm examination as well as structured debates, students will analyze and discuss the role of gender as well as race and ethnicity in islam (for example, the rights granted to women with the foundation of Islam versus debates about women's rights In Islamic societies today).</p>
<p>9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>	
<p>A. If there is a change to the course title, what is the new course title?</p>	

B. If there is a change to the course description, what is the new course description?	
C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?	

Chair (Approver) Comments
Comments Meets SLOs.