HIST R110: HISTORY OF THE MIDDLE EAST

Originator
ptrujillo

College
Oxnard College

Discipline (CB01A)
HIST - History

Course Number (CB01B)
R110

Course Title (CB02)
History of the Middle East

Banner/Short Title
History of the Middle East

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
If the Middle East has become synonymous with "conflict," this course will reveal that the historical developments of the region, which were always accompanied by conflict, have done much to shape the world in which we live. The Middle East gave rise to the first civilizations in Sumer and Egypt; the mighty empires of Persia and Alexander the Great; and the monotheistic traditions of Judaism, Christianity, and Islam. As a cultural crossroads and center of learning, the region facilitated the spread of knowledge throughout the medieval Old World, while inspiring would be conquerors like the Crusaders and Mongols. The rise of the Ottoman Empire led to an early modern era of stability in the region, until the Ottoman state fell into decline due to the pressures of Western imperialism and modernization. The "conflicts" of the past hundred years will also be explored in depth, including petro-politics, terrorism, Islamist movements, the struggle between Arabs and Israelis, and the repeated diplomatic and military involvement of the Americans in the region.

Taxonomy of Programs (TOP) Code (CB03)
2205.00 - History

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Students will examine the life of Mohammad and the rapid rise of an Islamic Empire in the seventh and eighth centuries.
2	Students will discuss the rise and fall of the Ottoman Empire

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Identify and describe significant geographical and demographic facts about the region.
2	List prominent, historically developed trade routes that pass through the region.
3	Describe the significant characteristics of the political organizations of the major empires established in the region.
4	Analyze the rise and spread of Islam throughout the region from the 7th to 17th century, C.E.
5	Indicate the role of Islamic Civilization in the preservation and transmission of classical knowledge and culture to Europe and elsewhere.
6	Critique the policies and practices of religious toleration and cultural synthesis implemented by leaders of Islamic Empires.
7	List significant locations and activities of Europeans who came to the region starting in the 11th century C.E., such as the Crusaders.
8	Analyze significant consequences of European colonialism and imperialism in the region from the 18th through the 20th centuries.
9	Describe the rise of nationalism and nation states during the 19th and 20th centuries.
10	Analyze the military and political impact of wars such as World War I on the region.
11	Explain the causes and continuing impact of the Arab-Israeli conflict.
12	Describe the cultural and political controversies over the values of modernization since the 18th century.

| 13 | Explain the goals and values of contemporary militant religious and political movements from a historical perspective. |
| 14 | Demonstrate appropriate research and writing skills for a college history course |

Course Content

Lecture/Course Content

1. Introduction to history and the geography of the Middle East
    a. Historical methodologies
    b. Study the geographic, historical, and demographic maps of the Middle East
2. The legacy of antiquity (the pre-Islamic Middle East)
    a. Mesopotamia, Egypt and Persia
    b. The impact of Greek and Roman Civilizations
3. The rise of Islam and conquest
    a. Mohammad
    b. The controversy over religious authority and practice
    c. Arab conquests and the Caliphate
    d. The development of Islamic civilization
4. External and internal challenges
    a. The Turks
    b. The crusaders
    c. New centers of empire in Anatolia, Persia & Egypt
    d. The Mongols
5. The Ottoman Empire and the West
    a. The Ottoman Empire
    b. Networks of trade and industry during the Ottoman Empire
    c. European imperialism and pressures for Westernization
    d. The rise of nationalism and pan-Islamic responses to imperialism
6. World War I and its impact on government in the Middle East
    a. World War I and the collapse of the Ottoman Empire
    b. New nation states: Egypt, Turkey, Iran, Saudi Arabia, Iraq, Syria, Lebanon
    c. The struggle between modernization and traditionalism
7. World War II and the post-war Middle East
    a. World War II
    b. The contest for Palestine and the creation of the Israeli State
    c. Patterns of conflict, war and authoritarian government
8. Oil, fundamentalism, and military interventions
    a. The regional and global impacts of oil and OPEC
    b. The sources and impact of the Iranian Revolution
    c. The rise of Islamic fundamentalism in theory and practice
    d. Military interventions by western governments
    e. The Arab Spring
    f. Reflections on the legacy and relevance of Middle East History

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Essays
Group projects
Individual projects
Objective exams
Quizzes

Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will use interactive PowerPoint activities centered on course material in class. These lectures will give students a foundation from which to scaffold higher critical thinking skills on the topic.

2. The students will learn how to write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.

3. Guided and focused discussions of representative historical events. These discussions will solicit student opinions on the relationship between primary and secondary sources relevant to the topic.

Representative Course Assignments

Writing Assignments
1. Homework assignment such as report on the institutional and ritual practice of the Five Pillars of Islam
2. Research Paper such as a description of mathematical concepts and scientific methodologies developed by Islamic scholars and transmitted to Europeans.

Critical Thinking Assignments
1. Argumentative papers that use critical thinking to choose a side in an historiographical debate focused on the causes of the Iranian Revolution and investigate the relevant primary sources needed to support their chosen position.

2. Participate in class and small group discussions debating the causes of the fall of the Ottoman Empire.

Reading Assignments
1. Weekly reading of assigned textbook chapters that align with our in class/de meetings.
2. Study and critical analysis of historical documents such as the Balfour Declaration and the Sykes Picot Agreement.
3. Reading of first person accounts such as letters and diaries of Western visitors to the region

Other assignments (if applicable)
1. Internet Research such as the study of articles and documents in the archives maintained by Cornell University library
2. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings

Outside Assignments

Representative Outside Assignments
1. Students engage in weekly scholarly debates through discussion posts with classmates and instructor on the scholarly topic of the week.

2. Argumentative papers that use critical thinking to choose a side in an historiographical debate focused on the causes of the Iranian Revolution and investigate the relevant primary sources needed to support their chosen position.

3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.

4. Internet Research such as the study of articles and documents in the archives maintained by Cornell University library

5. Study and critical analysis of historical documents such as the Balfour Declaration and the Sykes Picot Agreement.

Articulation

Comparable Courses within the VCCCD
HIST V78 - History of Modern Middle East

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Ochsenwald, W., Fisher, S.N (2011 or latest edition). *The Middle East: A History* (7th or Latest edition) McGraw-Hill.

Resource Type
Textbook

Description
Khater, A.F (2011 or latest edition). *Sources in the History of the Modern Middle East* (2nd edition or Latest edition) New York: Cengage.

Resource Type
Textbook

Description
Goldschmidt, A., Davidson, L (2018 or Newest Edition). *A Concise History of the Middle East* (12th Edition). New York: Westview Press.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Synchronous Dialog (e.g., online chat)	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.

Synchronous Dialog (e.g., online chat)	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Synchronous Dialog (e.g., online chat)	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
HISTORY

Review and Approval Dates

Department Chair
08/25/2020

Dean
08/25/2020

Technical Review
09/09/2020

Curriculum Committee
09/09/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
11/25/2020

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000291522

DOE/accreditation approval date
MM/DD/YYYY