

HISTORY 1450-001
Middle Eastern History: Imperial and Religious Past

PROFESSOR:
EMAIL:
CLASSROOM:

TEXT

Vernon O. Egger, *A History of the Muslim World to 1405* Other readings will be found on assigned Internet pages

Mesopotamia:

The Electronic Text Corpus of Sumerian Literature (<http://etcs1.orinst.ox.ac.uk/>)

After entering the Web site,
Go to the box: *Browsing and searching the corpus*

Select tab: *Corpus content by category*

Once in the catalog, 1) choose a textual genre; choose a particular text within that genre;
3) press *Unicode*; 4) select *Translation*.

Ancient Egypt: <http://www.ancient-egypt.org/>

Iran:

Iran Chamber Society: History of Iran

http://www.iranchamber.com/history/history_periods.php

Seljuks and Crusades

<https://europeanhistory.boisestate.edu/crusades>

COURSE DESCRIPTION

Introduction to beginnings of civilization in river valleys of Egypt and Mesopotamia to the end of the 18th century. Emphasizes cultural and religious developments that contributed to Western European and Islamic civilizations. Focus is primarily international but some global issues are addressed.

LEARNING OUTCOMES

By the end of the course, you will be able to

Demonstrate understanding of the approaches and methods historians use to create knowledge about the past and how those methods compare and contrast to other disciplinary approaches and methods.
Make connections between what is learned in this class and other bodies of knowledge and be able to explain how this course fits into a General Education.
Analyze, interrogate, contextualize, interpret a variety of historical sources to learn the threshold concepts in History (All history is subjective; Sources are pieces of evidence, not just pieces of information; There is no certainty and usually no single correct answer to historical questions; History is infinitely interconnected; The “otherness” of different eras; History is a product of the time in which it is written and is often co-opted for political ends; Historical knowledge is provisional and ongoing; etc.)
Reason sequentially, find causal relationships, identify the dynamic between change and continuity, and identify historical meaning and significance in the events and human experiences they study in the course;
Construct a well-crafted, analytical argument based on historical evidence and present it in a clear and effective manner;
Speak and write cogently, knowledgeably, and respectfully about early Middle Eastern civilizations;
Analyze the impact of geographical features in the formation and evolution of early Middle Eastern civilizations and assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies in the Middle East;
Identify and organize the key social, political, economic events, themes, issues, and processes within Middle Eastern civilizations prior to 1500 and demonstrate an understanding of the ways they are imbricated;
Compare and contrast the development of diverse Middle Eastern civilizations, identify the connections between and among them that developed over time, and be able to explain how the histories of distinct regions in the Middle East create a collective called the history of the Middle East
Analyze the complex interplay between religion, space, language, and relation to power and how these forces facilitated the development of identity in early Middle Eastern civilizations
Explain and analyze the origins, basic beliefs, and diffusions of the Asia’s major religious traditions:
Describe the meaning of significant early Middle Eastern texts and assess how these sources both reflected and shaped Asian beliefs and practices over time;

<p>Apply knowledge of the history of early Middle Eastern civilizations to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present in a civil and constructive manner</p>
<p>Examine the dynamics of power in and between Middle eastern communities, regions and dynasties, and identify how it affected the social, cultural and economic developments as well as the political .</p>
<p>Sift through and collect appropriate source material in the library or online and demonstrate that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution</p>
<p>Post to an ePortfolio a signature assignment and reflection, the latter of which will provide evidence of understanding how the assignment or course fits into a General Education program.</p>

DESCRIPTION OF ASSIGNMENTS & TESTS and Value of each

** chapter, subject, or vocabulary quiz (essay or short-answer format) on designated days

* two midterm essay questions (each essay 3-5 pages)

* two final exam essay questions (each 3-5 pages)

* two primary sources papers (3-5 pages each) The second one is the ePortfolio signature assignment

* one e-portfolio reflection paper (1 page)

* a multiple choice test on the Islamic Caliphate

Each of the test essays and each of the papers, except the reflection paper, will be of equal weight in grading.

The reflection paper, if well written, will be worth 2 extra points; otherwise, 1 possible point.

ASSIGNMENTS & TESTS

Formatting for the Signature Assignments (Primary Sources Papers)

A properly submitted paper must 1) be stapled, 2) be printed on clean, unfolded paper, 3) be printed without any smudges or illegible lines, 4) be handed in rather than sent by email, 5) conform to all specifications in the syllabus in respect of font, spacing, and size of typeface. If any of these errors in submission applies, the paper will be late and automatically docked 4 points.

Late papers will be docked 3 points. A paper submitted by email will be considered late. Late papers may be submitted up to one week after the due date. If the draft comes in after that date, it will not be reviewed; if the final paper is submitted beyond the one-week period, it will not be graded.

Attendance and Participation

A student may not miss more than 10 class sessions and expect to sit for the final exam or to pass the class. You must complete the class to pass the class. Failure to take the final exam is grounds for failing the class. Participation in class comes with the guarantee that you may say what you please, but you are invited to consider the ideas of your fellow students with respect. It is against school policy to insult or to demean other students in any way.

Test Preparation

When you come to take the final exam, you will be asked to write on two specific questions from among several study questions. The midterm question may also require you to complete a simple chart that shows the family history of the Prophet's family, including the family tree of Ali. Essays are built around argument and exposition, and to be effective must be peppered with concrete facts: names of people and places and caliphates, dates, family ties.

Each essay should be 3-5 pages in length and be handwritten in a **Blue Book** the day of the test. **Blue Books** are sold at the bookstore, and students may choose whether to use a large or small **Blue Book**. "Fill a **Blue Book**" is always good and standard advice for test takers.

No notes are allowed.

If written in pencil, the writing should be dark enough to be read easily. If the test is hard to read for whatever reason, I will either not grade the test or will give it only partial credit.

At least a third of the content in your essays should be taken from class notes. Both textbook study and attention to notes taken in class are essential for writing the essays. Note taking skills spell success in college and business. At the end of each class session, you should have compiled two pages of notes. Review and add to these daily notes as soon as you return home.

Papers

You will be assigned two document analysis papers, the second of which is the ePortfolio signature assignment. Each paper is to be 3–5 pages and is composed outside of class. You are to turn in a draft of each before the due date (see calendar) and then rewrite the paper according to feedback before the final due date. These essays specifically address primary sources (letters, speeches, newspaper editorials, and like documents). You may be asked to compare and contrast several primary sources and also to discuss the language of the documents. Such discussion will look at how arguments are framed and assess the use of rhetoric. You will need to recognize how words may both denote and connote different things in old documents than they do today. Possible topics will be discussed in class and posted on Canvas and you will get to choose from among them.

Because contextualization of sources is an essential feature of this assignment, you are to use at least two secondary sources that address the historical setting. You must, therefore cite each secondary source you draw from.

As stated above, the second of these papers is the signature assignment that you are to upload to your ePortfolio no later than the 15th week. Along with this assignment, you are to write and submit a one page reflection paper on one of the following prompts:

- How is what you learned through doing this assignment important and relevant to anything in the world today? What contribution does this assignment make to your General Education?
- How does what you learned in this assignment connect to knowledge you have gained in other disciplines/fields or another course or assignment at the college? What contribution does this assignment make to your General Education?

I grade all essays on the following three criteria: substantive content (facts, dates= 33%) critical thinking skills (how you reason, analyze, compare and contrast=33% , and communication (expression and rhetoric, or diction and tone, and how you order, arrange, or link your ideas= 34%).

Substantive content (facts, dates = 33%), critical thinking skills (how you reason, analyze, compare and contrast 33%), and communication (expression, rhetoric = how you order, arrange, and link your ideas = 34%).

Format (Communication)

Microsoft Word format, one-and-a-half spacing, 12 point, Times New Roman, and laser printed on best possible paper, stapled. All papers must follow this format or they will be marked as late and docked 4 points and returned to the student without further assessment. Students have one week to resubmit the late paper.

Style and Grammar (Communication)

Here are a few short books for American writers: William Zinsser, *On Writing Well*; Jacques Barzun, *Simple & Direct*; Joseph M. Williams, *Style: Toward Clarity and Grace*. Another classic is Robert Graves's and Alan Hodges's *Reader over Your Shoulder*. These books together make up a compact library on prose style.

Critical Thinking Skills (Interpretation, Analysis)

And don't forget l'esprit de finesse.

No work for extra credit will be accepted, and no essays or class work of any kind may be submitted after the date of the final exam. That date marks the close of everything pertaining to this class.

ASSIGNMENT GRADES

Each assignment is weighted equally and will be graded according to this rubric:

A All goals achieved beyond

A- All goals achieved A -

B+ Some goals well achieved

B Some goals adequately achieved

B - Some goals achieved with minor flaws

C+ Minimum goals achieved

C Minimum goals achieved with minor flaws

C- Minimum goals achieved with
major flaws

D Minimum goals have not been achieved

E Minimum goals have not been achieved and the performance has been
disappointing

FINAL GRADES

Are calculated by converting all letter grades to scores 0-4 and averaging them:

A 4.0

A- 3.7

B+ 3.3

B 3.0

B- 2.7

C+ 2.3

C 2.0

C- 1.7

D+ 1.3

E 0.0

CLASS SCHEDULE AND CALENDAR

Week One:

What is History, What is General Education? Why Middle Eastern History? Sacral
Kingship, Religion, and Social Justice in Egypt and Mesopotamia

Week Two:

Mesopotamian Empires

Persian Empire

Week Three:

Arabia Before Muhammad

Week Four:

Life and Revelations of Muhammad—by the Sources

Egger, Chapter 1

First Draft of First Primary Source Paper due

Week Five:
Islamic Conquests
Origins of Shi'ism

Week Six:
The Umayyad Caliphate
Egger, Chapters 1 and 2
First Primary Source Paper due

Week Seven:
The Abbasid Caliphate
Egger, Chapters 3 and 4

Week Eight:
Fatimid Caliphate
Egger, Chapter 4
Midterm Essay Test

Week Nine:
Al-Andalus: A Second Umayyad Emirate and Caliphate
Egger, Chapters 4 and 6

Week Ten:
Saljuk Turks and the Crusades
Usama ibn Munqidh's *Book of Contemplation*: a Muslim view of the Crusades
Egger, Chapters 6 and 7
Boise State Website: the Crusades
<https://europeanhistory.boisestate.edu/crusades/>
Chapter or vocabulary quiz

Week Eleven:
Mongols through Tamerlane
Egger, Chapters 7 and 10

Week Twelve:
Empires of Islam: The Safavids and Mughals
Egger, Chapter 10
Draft of Second Primary Source Paper due (Signature Assignment)

Week Thirteen:
Empires of Islam: The Ottoman Empire
Egger, Chapter 10

Week Fourteen:
Origins of Islamic Law (Shari'a)
Science and Literature

Week Fifteen:
Islamic Art and Architecture: Caliphal Palaces, Muqarnas, Mausoleums
Second Primary Source Paper (Signature Assignment) and Reflection are to be uploaded to your ePortfolio

Week Sixteen:
Sufism: the Mystic Tradition

Final Exam:

PLAGIARISM Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations.

The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure.

STUDENT CODE OF CONDUCT STATEMENT

The student is expected to follow the [SLCC Student Code of Conduct](#).

GENERAL EDUCATION STATEMENT

This course fulfills the International Global Learning (IG) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

TITLE IX STATEMENT FOR SLCC FACULTY

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Online Reporting Form: <http://www.slcc.edu/title-ix/complaint.aspx>

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

For more information about Title IX, go to: <http://www.slcc.edu/title-ix/index.aspx>

IMPORTANT INFORMATION FOR STUDENTS

GENERAL EDUCATION

Regardless of your major, General Education courses build a foundation of broad knowledge and skills that help you in your further career and life.

GENERAL LEARNING SUPPORT & TUTORING SERVICES

General Learning Support & Tutoring Services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support and tutoring services.

- [Tutoring and Learning Centers](#): provide free assistance in Math, Science, Accounting, CSIS and Allied Health Classes at 6 campus locations.
- [Student Writing Center](#): provides in-person and online feedback on all writing assignments.
- [Academic Literacy Center](#): provides tutoring in reading and conversation.
- [Library Services](#): provides research help, print and online resources, computers and study space.
- [ePortfolio Lab](#): provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](#): provides support for navigating online and hybrid classes.
- **Business Resource and Innovation Center**: provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.

ADVISING AND COUNSELING SUPPORT SERVICES

Advising and Counseling Support Services provide support for students enrolled in any class at the college.

- [Center for Health and Counseling](#): provides health care, mental health counseling, massage therapy services and healthy lifestyle programs.
- [Veterans' Services](#): assists hundreds of students in using their VA education benefits each semester.
- [Academic and Career Advising](#): helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
- [Academic Achievement Center](#): helps students achieve GPA requirements for graduation.

