

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy, and Political Science Date: March 14, 2018

Title Of Course Or Degree: HIS 3700: The Middle East--World War I to the Present

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input checked="" type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 3/14/2018 Signature, Committee Chairperson: 

I have reviewed the attached material/proposal.

Signature, Department Chairperson: 

CUNY Common Core 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 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	HIS 3700
Course Title	The Middle East: World War I to the Present
Department(s)	History, Philosophy, and Political Science
Discipline	History
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Analysis of the major political, social, religious, economic and cultural developments in the Near East: attempts of Islamic society to adjust to the Western way of life, the rise of nationalism, the emergence of the State of Israel and the role of oil in world diplomacy.
Special Features (e.g., linked courses)	
Sample Syllabus	<p>KINGSBOROUGH COMMUNITY COLLEGE of The City University of New York</p> <p>HISTORY 3700: THE MIDDLE EAST: WORLD WAR I TO THE PRESENT (3 hours, 3 credits)</p> <p>Professor: Office: Office Hours: Contact Information:</p> <p>Introduction and Course Description</p> <p>Welcome to HIS 3700. This course will explore the major political, social, religious, economic, and cultural developments in the Middle East. Focus will be placed on the topics of: attempts of Islamic society to adjust to the Western way of life; the rise of nationalism; the emergence of the State of Israel, and the role of oil in world diplomacy.</p> <p>Student Learning Outcomes</p> <p>HIS 3700 course falls under "World Cultures and Global Issues" in the CUNY Pathways requirements. It addresses the following objectives and helps students enhance their:</p> <ol style="list-style-type: none"> 1. <u>Global and Diverse Perspectives</u>: students will be better able to interpret historical events in Middle East from Western and Islamic perspectives; provide a multiple point of view from various class, religious, and cultural backgrounds. 2. <u>Global Thinking</u>: students will be better able to analyze the region of Middle East in a context of historical trends, as well as global systems, institutions, and ideas.

3. Historical Knowledge: students will become better acquainted with events, trends, ideas, and changes in the Middle Eastern region.
4. Critical Thinking: using primary and secondary source information, students will gain a sharper ability to analyze and synthesize ideas and issues.
5. Communication Skills: students will improve on their grammar, vocabulary, sentence structure, as well as clarity of expression through various assignments.

Required Texts (available at Kingsborough Community College bookstore)

Author: William L. Cleveland & Martin Bunton
Title: A History of the Modern Middle East 5th Edition
Publisher: Westview Press
Year: 2013
ISBN #: 9780813348346

Grading:

- | | |
|--------------------------------------|-----|
| 1. Attendance / Class Participation: | 15% |
| 2. Midterm Examination: | 20% |
| 3. Final Examination: | 25% |
| 4. Analysis Assignment: | 20% |
| 5. Homework: | 20% |

- Assignments that are late will NOT receive full credit

Explanation of the Grade Components:

1. Since this course is lecture oriented class, attendance and participation is a key component in receiving the full benefit of taking a course like this, therefore 15% of the grade is based on this active engagement.

2 & 3. There will be two examinations during the semester: midterm and a final. The exams will be composed of a combination of multiple choice questions and short essays. Final exam is not cumulative from the whole semester, only tests students on the information taught since the midterm exam.

4. Analysis Assignment will be due towards the end of the semester. It will consist of instructor-given articles/sources on the war in Afghanistan (2001) and Iraq (2003). Students will be asked to read these sources which view the reasons for the war, as well as opposing arguments. Reading these sources -- which present the events from different points of view -- students will be asked to answer few questions, as well as state their own opinions and conclusions.

5. There will be a total of 4-5 homework assignments (depending on the allowance of time in the semester). Homework assignments will consist of a combination of videos to watch -- for example "Birth of Nations" or "Blood and Oil: The Middle East in World War I" which are available on youtube.com -- or handouts given out by the instructor. The students will have to answer few questions based on what they watched or read. Not only will these questions serve the purpose of a homework, but also can be used by the instructor for class discussions and student engagement.

Analysis Assignment:

Students will receive handouts (also posted on blackboard) with various articles about the War in Afghanistan and Iraq. The first part of these readings deal with the history of Al Qaeda and give an insight into the reasons why the Bush administration decided to go to war in these two countries and the evidence they were using. Second part of these readings deal with criticism of the wars. The point of this assignment is to have students read through and think about the arguments on both sides pro- and con- in terms of going to war. The answers to the questions below must be typed, double-space, 12 font, and should range anywhere from 3-4 pages in total.

Sources: www.pbs.org
www.Nytimes.com
<http://scholarship.law.cornell.edu>

Questions:

1. What were the origins of Al Qaeda?
2. Why did Al Qaeda see America as a threat?
3. Why did some advisors around President George W. Bush want to attack Saddam Hussein?
4. What did Iraqi General Sabah Khodada and others tell American government that eventually did not turn out to be true?
5. According to the interview pieces, do you think former U.S. policymakers and Defense and Weapons experts want America to invade Iraq in 2003? Why?
6. Based on Said K. Aburish's book, what was the connection between Saddam Hussein and the Soviet Union?

Assignments (Due dates to be announced):

Assignment # 1:

Please watch the documentary on Middle East during the First World War called *The Birth of Nations*.

Link: https://www.youtube.com/watch?v=9C6c_qUMecE

Afterwards, please answer the following questions?

1. Why did the French want Syria?
2. How did Arabs feel about the French and the British after World War I?
3. How did Jerusalem look like when the British entered the city?
4. What was the problem with creating Greater Lebanon and separating it from Syria?
5. What was the relationship like between the Jews and Arabs before World War I?

Assignment # 2:

Please read the handout (also posted on blackboard) of a fictional conversation between David and Daud about the status of Palestine and Israel. Afterwards, please answer the questions below.

----- source of reading: Pearson, Robert and Leon Clark. *Through Middle Eastern Eyes*. New York: Rowman & Littlefield, 2002.

Questions:

1. What is David's explanation for the beginning of Zionism?
2. What are David's arguments for creating a state of Israel?
3. What are Daud's arguments for creating a state of Palestine?
4. According to Daud, what is Israel's connection to the West (especially America)?

Assignment # 3:

Please read the following article provided in class (also posted on blackboard) "Arab Unity: Nasser's Revolution".

Afterwards please answer the following questions:

1. Which city/country was the cradle (birth) for Arab unity after World War II?
2. What was Gamal Abdel Nasser's aim in 1952 revolution?
3. What did Nasser want to achieve in his lifetime?

Assignment # 4:

In class we have watch the movie: *Septembers of Shiraz*.

Assignment:

Explain in about a page or so, how did Iran change after the Iranian revolution in 1979.

Classroom Rules and Academic Integrity:

Attendance

Attendance in class is mandatory and will be strictly enforced. At Kingsborough, students who miss more than 15% of class meetings are considered excessively absent and may receive a "WU" at the instructor's discretion. Additionally, lateness may be taken into account when assessing your class participation grade.

In addition, entering a class after it already began is disruptive not only to the professor, but also to the students. If you continually arrive late, I'll start marking such excessive tardiness as the equivalent of a missed class.

Class Conduct

When discussing our reading and writing, we must remember that we are a diverse group of people from various backgrounds and belief systems. It is imperative that we all feel safe to express our views and experiences in ethical, respectful ways. Therefore no form of cultural, ethnic, gender, linguistic, sexual, racial, or religious harassment will be tolerated.

Also, please observe some basic courtesy that will help the class environment remain comfortable and enjoyable: if you are waiting for an emergency phone call, let me know before class, but otherwise, please silence all cell phones and any electronic devices. Absolutely no texting in class, please!

How to Participate in Class

Class participation involves coming to class on time, having done all readings and assignments, and participating meaningfully in small and large group discussions as well as complete in-class writing exercises.

Plagiarism

Plagiarism is the act of willfully or accidentally using the ideas or words of others and treating it as your own. Please, visit the following link: http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx

Accessibility Statement

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation for the Access-Ability office (D-205). Please contact AAS for assistance.

Course Topics and Outline

Week 1: Introduction to class and background knowledge to Islam and Middle East prior to World War I (Read Chapters 1 and 3)

Week 2: Middle East and World War I (Read Chapter 9)

Week 3: The consequences for the Middle East after World War I: Iran, Turkey, and the creation of the mandate system (Read Chapter 10)

Week 4: Interwar Years: Nation building, European intervention, and the Great Depression (Read Chapters 11 and 12)

Week 5: Middle East and World War II (Look over Chapter 12 again. Additional Notes will be provided in class)

Week 6: MIDTERM EXAMINATION ; Origins of the Israeli-Palestinian Dispute (Read Chapters 13 and 17)

Week 7: Rise of Authoritarian governments in the Middle East after World War II (Read Chapters 15 and 16)

Week 8: Oil and its effects on the region (Read Chapter 20)

Week 9: America and its relationship with the Middle East (Start reading Chapter 25. Additional notes will be provided in class)

Week 10: The Iranian Revolution and Political Islam: rise of groups such as Hamas and Hezbollah (Read Chapter 18)

Week 11: The 1980s and 1990s: Israel, Arab States, Iraq-Iran War, Gulf War (Read Chapters 22 and 23)

Week 12: Analysis Assignment Due ; Middle East in the Age of Globalization: Terrorist attacks on America (Finish reading Chapter 25 and read Chapter 26)

FINAL EXAMINATION

** The day and time of final examination will be announced towards the end of the semester by the school.

Note

This syllabus is subject to change throughout the semester and any changes made to it will be announced in class, therefore it is the student's responsibility to make sure they know what was done in class if absent.

Indicate the status of this course being nominated:

current course revision of current course 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 Core

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible Core

- World Cultures and Global Issues (A)
- US Experience in its Diversity (B)
- Creative Expression (C)
- Individual and Society (D)
- Scientific World (E)

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • 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 credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A 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.

The research assignment will be able to accomplish all the learning outcomes in this category. Students will be given various sources about the decisions leading to the War in Afghanistan and Iraq. These sources will include New York Times articles, PBS articles, interviews, and excerpts from books, all of which include pro- and con-arguments, as well as conservative and liberal sources. Along with answering questions, students will also have to make their own conclusions and interpretation of where they stand with the decisions which were made.

- Gather, interpret, and assess information from a variety of sources and points of view.

Homework assignments will play a key role in these learning outcomes. Students will have to provide answers to questions based on their interpretation or information presented in reading and videos they do for homework. Other times, they will need to demonstrate this in class. For instance, they will watch a movie called *Septembers of Shiraz*, based on this movie they have to interpret what were the causes of the Iranian Revolution and how were the Westerners portrayed.

- Evaluate evidence and arguments critically or analytically.

The evidence for this learning outcome will be expected on the homework assignments, analysis assignment, as well as answering the essay questions on the midterm and final examinations.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will study not just the history of Middle East after World War I, but also how it fits into a global world. The following relationships will be studied: the Western culture and Islam and foreign relations between Europe, America, and Middle East. Additionally, learning about the creation of the State of Israel exposes students to knowledge about different cultures, religions, as well as fundamental issues in history such as nationalism, nation building, and role of institutions such as the United Nations. This will be done through the homework assignments. For instance, in the second assignment in which two people represent two different religions/cultures and ethnic groups discussing the issues surrounding the Palestinian/Israeli conflict. In addition, with the fourth assignment and watching the movie on Iranian Revolution, students will be able to see how Iran was before 1979 and then how it changed after 1979 with the Islamic culture becoming predominant instead of the Western culture. All assignments will have questions for students and will be looked at in class discussions.</p>	<ul style="list-style-type: none"> 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>Students will learn about the creation of the State of Israel. This will be discussed from various perspectives such as Arab perspective and Zionist perspective. It will involve other nations such as America, and global organizations such as the League of Nations and later the United Nations. Another example will be the topic of 9/11 and war in Afghanistan. It was the first time NATO used Article 5 and hence, it became a global event. This will be achieved through again, homework assignments, for instance the Israeli/Palestinian conflict as in assignment # 2, but also through the analysis paper. This class will explore the history of wars in Afghanistan and Iraq and present the information to the students from a pro-war perspective and anti-war perspective. A whole class will be devoted to this assignment and going through the student's answers to the questions.</p>	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
<p>Classes will be dedicated to provide a basic understanding of Islam as a religion and its historical significance before and after World War I. Even though Middle East is a diverse region, Islam many times served as a glue holding the region together and identifying it. The midterm and final exams will have essay questions which will be broad questions testing students if they understood the bigger picture of change in the Middle East.</p>	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>Students will study the topics of: Mandates in Middle East, formation of Israel, Iranian Revolution, Intifada, rise of Al-Qaeda and ISIS – to</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.

<p>name a few, all of which were major topics which had a powerful impact on shaping world history. Assignment # 1 will be instrumental in this category as the documentary will explain to students the Mandate system in Middle East after World War I, which affects are felt till this day. Additionally, in class there will be provided a blank map and students will have to identify which countries were part of mandates and who they belonged to. This class exercise, will not only test their memory but if they truly understood the carving up of the former Ottoman Empire.</p>	
<p>In this class students will study about the relationship between major religions in the Middle East (Judaism, Christianity and Islam), the role of women, and differences between Sunni and Shia groups (which play important role in conflicts such as the Iranian Revolution or Iran-Iraq War of 1980-1988). Ethnicity and class will also be discussed studying the Islamic Revolution, or analyzing politics in Israel. All class assignments, as well as midterm/final will ask questions that will show if the students understood different forms of social differentials. In addition, integrated into class lectures will be short videos about women in Saudi Arabia or migrant workers in Dubai which show the different social differentials and will be followed by class discussions or in-class quick writing summaries.</p>	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

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.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> • 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:

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|--|---|
| | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices. |
| | <ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises. |
| | <ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions. |
| | <ul style="list-style-type: none"> • 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.

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|--|---|
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> • 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:

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|--|--|
| | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |