

HIST A152: HISTORY OF THE MIDDLE EAST SINCE 1500

Item	Value
Curriculum Committee Approval Date	12/08/2021
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> • Area 3 Arts and Humanities 3A Theory (OC1) • Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> • Area 3B Humanities (OSC2)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> • Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> • IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> • CSU C2 Humanities (C2) • CSU D Soc Politic Econ Inst (D)

Course Description

A survey of the political, social, economic, and cultural history of the Middle East from 1500 CE to the present. Emphasis is placed on the development and decline of the Ottoman and Safavid Empires, the impact of European imperialism and modernity, the rise of nationalism and creation of nation-states, the Arab-Israeli conflicts, and Islamic revivalist movements. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Analyze the interaction between Islamic and non-Islamic societies both within the Middle East and globally since 1500 CE.
2. Analyze the historical development of the Islamic societies of the Middle East, and their contributions to the development of the Islamic world since 1500 CE.
3. Identify and interpret primary and secondary sources, and use them appropriately as support in composing a historical argument.
4. Interpret maps, charts, and graphs illustrating historical processes in the Middle East since 1500 CE.

Course Objectives

1. Analyze historical developments within and across specific regions, states, and cultures of the Middle East since 1500 CE.
2. Demonstrate an understanding of the history of the Middle East since 1500 CE through multiple analytical categories, such as gender, class, ethnicity, and race.
3. Explain various forms of human group interaction, including trade, migration, warfare, and cultural exchange.
4. Compare and contrast forms of political, social, and economic organization in the Middle East after 1500 CE, and explain their historical significance.
5. Identify the major discoveries, inventions, and achievements of the Middle East after 1500 CE, and explain their historical significance.
6. Explain the historical significance of cultural developments in the Middle East after 1500 CE in areas such as art, music, architecture, literature, and religion.
7. Compare and contrast the ideals, practices, and historical developments of major belief systems after 1500 CE, both within the Middle East and between the Middle East and the world.

Lecture Content

A Brief Review of the History of the Islamic Middle East to c. 1500 CE
 Muhammad and the Rightly Guided Caliphs The Umayyad and Abbasid Caliphates Turks, Crusaders, and Mongols The Aftermath of the Mongol Invasion The Age of the Gunpowder Empires (c. 1450–1800 CE) The Ottoman Empire from Zenith to Decline (1453–1774 CE) Safavid Persia (1501–1732 CE) Comparison: The Mughal Empire (1526–1748 CE) Sunnis, Shi'a, and Sufis under the Gunpowder Empires Eighteenth-century Islamic Revivalism: The Wahhabiyya Movement and the First Saudi State (1740–1818 CE) The Challenge of European Imperialism and Modernity European Expansion to c. 1800 CE Muhammad 'Ali and the Birth of Modern Egypt (1801–1863 CE) Modernization Reforms in the Ottoman Empire (1789–1876 CE) Qajar Persia (1794–1925 CE) Nineteenth-century Islamic Revivalism: The Sanusiyya and Mahdiyya Movements The Rise of Nationalism Egyptian Nationalism (1863–1914 CE) Nationalism and Pan-Islamism in the Ottoman Empire (c. 1860–1914 CE) Nationalism in Persia (1870–1914 CE) Arab Nationalism to 1914 CE The Middle East during and between the World Wars (1914–1945 CE) The Turkish Republic From Persia to Iran The Rise of Saudi Arabia Continuing European Control of Egypt and the Fertile Crescent World War II and the Foundation of the Arab League The Arab-Israeli Conflict (1948–1979 CE) The Zionist Movement from the late 19th century to 1948 The State of Israel and Arab Nationalism (1948–1967) From the Six Day War to the Camp David Accords (1967–1979) Twentieth-century Islamic Revivalism (1979–1991 CE) The Iranian Revolution and Iran-Iraq War (1979–1988) The Soviet-Afghan War (1979–1989) The Lebanese Civil War (1975–1990) The Middle East from the End of the Cold War through the War on Terror The Gulf War The Palestinian-Israeli Conflict The Global War on Terror The Arab Spring and Its Aftermath

Method(s) of Instruction

- Lecture (02)

Instructional Techniques

This course is classified as a lecture course, but instructors will use a variety of methodologies to help students achieve instructional objectives and student learning outcomes. These may include: Powerpoint, overhead, whiteboard, and/or handouts to highlight concepts

Audiovisual materials to establish the historical context
 Discussion with the full class and in small groups
 Role-playing
 Group activities
 Guest speakers
 Field trips

Reading Assignments

Students will spend 2-3 hours weekly reading 1-2 textbook chapters and related primary/secondary source material.

Writing Assignments

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support. A minimum of 2-3 hours per week will be spent on writing assignments.

Out-of-class Assignments

Instructors may assign homework to help students develop and/or assess their ability to accomplish the following: Derive pertinent information from assigned readings
 Prepare for in-class discussion
 Locate appropriate primary and/or secondary sources through library or on-line research
 Interpret primary and/or secondary sources correctly
 Manage the steps of a research project
 Students will devote a minimum of 2-3 hours per week to out-of-classroom assignments.

Demonstration of Critical Thinking

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives and student learning outcomes. Students will write an essay or give a report in which they interpret primary and secondary sources and compose an argument that uses them, as appropriate, for support.

Required Writing, Problem Solving, Skills Demonstration

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives and student learning outcomes. Students will write an essay or give a report in which they interpret primary and secondary sources and compose an argument that uses them, as appropriate, for support.

Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.
 Master's degree required.

Textbooks Resources

1. Required Goldschmidt, A., Davidson, L.. A Concise History of the Middle East, 11 ed. Boulder: Westview Press, 2015
 2. Required Mansfield, P., Pelham, N. . A History of the Middle East, 4 ed. New York : Penguin Books, 2013
 3. Required Ochsenswald, W., Fisher S. N. . The Middle East: A History, 7 ed. New York : McGraw Hill, 2010
 Rationale: This book provides a good survey of Middle Eastern history.
 4. Required Ansary, T.. Destiny Disrupted: A History of the World Through Islamic Eyes, 1 ed. New York : Public Affairs, 2010
 Rationale: This book provides an explicitly Islamocentric approach as opposed to a Eurocentric narrative.

Other Resources

1. A note about the textbooks listed above is necessary. At this time, there is no college-level textbook that covers exclusively both the early modern and modern periods of Middle East history. So, instructors may require students to buy a single textbook that surveys the entire history

of the Middle East (as those listed above). Another option is a custom published book, drawing appropriate chapters from textbooks on the pre-modern and modern periods of Middle East history. In the case of both options, instructors should supplement the textbook with relevant primary and secondary source materials to add depth where necessary. Students will read and analyze primary and secondary sources. Thus, instructors may require students to purchase the following: custom readers designed by the instructor, or monographs Or instructors may refer students to sources available on online academic databases or other reputable websites.