

Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Islamic Studies
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3355
Course Title The Early Islamic Conquests (CE 630-750)
Transcript Abbreviation Islamic Conquests
Course Description Utilizing new historical methods for reading and interpreting the sparse contemporary and near-contemporary testimonies for this historical period, this course explores how these testimonies, both Muslim and non-Muslim, continue to challenge historians to revise the history of the Islamic conquests. In this course a strong focus is placed on reading primary source materials in translation.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for HIST 3355
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in History

Subject/CIP Code

Subject/CIP Code 38.0205
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students gain a historical understanding of the era of the Islamic conquests and the societal, cultural and religious transformations they set in motion.
- Students learn how to analyze and interpret primary sources as products and as artifacts of their time and how historians rely upon them to reconstruct the past.
- Students learn how to be more sensitive and astute readers of literary texts and material artifacts.
- Students will improve their analytic writing skills and their ability to be discerning interpreters of the past and cultural change.

Content Topic List

- Islam
- Historical Analysis
- Near East
- North Africa
- Central Asia
- Empire
- Muslim
- Culture
- Religion
- Society

Sought Concurrence

No

Attachments

- ISLAM:HIST 3355 Syllabus.docx: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- ISLAM:HIST 3355 Diversity- Global Studies - Rationale.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- ISLAM:HIST 3355 Diversity- Global Studies GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- ISLAM:HIST 3355 Historical Studies GE Rationale.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- ISLAM:HIST 3355 GE Historical Studies Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- Islamic Studies Major Requirements 9-2020.docx: Revised Major Requirements
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Islamic Studies Minor Requirements 9-2020.docx: Revised Minor Requirements
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Islamic Studies Curriculum Map 9-2020.docx: Revised Major Curriculum Map
(Other Supporting Documentation. Owner: Smith,Jeremie S)

Comments

- This course will be cross listed with the HIST 3355 course number.

The course has been added to the "Society and Cultures" category of Islamic Studies Major and Minor Program Requirements.

I have included required Syllabus, GE Documents, and Program documents that have been edited to include the new course. - Jeremie *(by Smith,Jeremie S on 09/18/2020 06:53 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	09/21/2020 12:17 PM	Submitted for Approval
Approved	Levi,Scott Cameron	09/21/2020 12:23 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/21/2020 12:43 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	09/21/2020 12:43 PM	ASCCAO Approval

ISLAM/HIST 3355 – *The Early Islamic Conquests (CE 630-750)*

Spring 2021

COURSE DESCRIPTION

The Islamic conquests that swept across the Near East, North Africa, and Central Asia in the seventh and eighth centuries CE created the largest empire in terms of land area that the world had yet seen, and the conquests remain one of history's most transformative events. But what was it like to witness, experience, and participate in the early Islamic conquests? How did the Muslim conquerors justify their newfound rule and how did their imperial ambitions shape the trajectory of early Islam and its diverse expressions? Utilizing new historical methods for reading and interpreting the sparse contemporary and near-contemporary testimonies for this historical period, this course explores how these testimonies, both Muslim and non-Muslim, continue to challenge historians to revise the history of the Islamic conquests. In this course a strong focus is placed on reading primary source materials in translation.

Instructor: SEAN W. ANTHONY

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COURSE GOALS AND LEARNING OUTCOMES

- Students gain a historical understanding of the era of the Islamic conquests and the societal, cultural and religious transformations they set in motion.
- Students learn how to analyze and interpret primary sources as products and as artifacts of their time and how historians rely upon them to reconstruct the past.
- Students learn how to be more sensitive and astute readers of literary texts and material artifacts.
- Students will improve their analytic writing skills and their ability to be discerning interpreters of the past and cultural change.

GE Course Goals and Expected Learning Outcomes

Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Historical Studies

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

REQUIREMENTS AND GRADING

Texts for Purchase (available at the campus bookstore):

- HOYLAND, Robert G. *In God's Path: The Arab Conquests and the Creation of an Islamic Empire*. Oxford: Oxford University Press, 2017. ISBN: 978-0190618575
- PENN, Michael Phillip. *When Christians First Met Muslims: A Sourcebook of the Early Syriac Writings on Islam*. Oakland: University of California Press, 2015. ISBN: 978-0520284944

Readings, Assignments, and Class Participation

Please consult the course schedule on the course website (<http://carmen.osu.edu>) frequently throughout the semester. It will serve as your guide for the readings and assignments and help you to participate in and benefit from class time to the maximum extent possible. As the semester progresses, I will continue to update the content of the syllabus if and when needs dictate, particularly the class schedule.

Map Assignment

Assigned on the first day of class and due in the second week, the map assignment ensures that everyone acquires a basic understanding of the geography of the regions relevant to the early Islamic conquests.

Readings

Much of the basic work you will be doing outside of class will focus on your readings. There are two types of readings present on the syllabus: primary source readings and secondary source readings. It is especially important in this class to focus on the primary source readings—as these are usually contemporary witnesses to events discussed in this course—and, in particular, for our class sessions called *Primary Source Seminars*. But the secondary sources are important, too. These are modern studies that will provide you with guidance and the background information and context for the period.

Primary Source Seminars

These seminars serve as a means for us to delve more deeply into the earliest historical texts and artifacts together. Although we will also be examining how to interpret material artifacts, the texts that you are assigned describe some aspect of the Islamic conquests and their aftermath and will aid us to explore the methods that historians use to analyze such primary sources. Prior to each seminar, everyone must **READ AND PREPARE** the relevant text: this means that everyone must come to the class

having read the relevant text(s) and having prepared questions for active in-class discussion. Your participation grade will largely rely upon the quality of your participation in these seminars.

Each seminar will also have student(s) who will serve as discussion leader(s). These students are required to do further background research into the primary source discussed in the seminar and to fill out a short “Primary Source Analysis Worksheet” for one of the sources discussed in the seminar. Each student in the class is required to complete **two** worksheets over the course of the semester. If you are not among the discussion leaders of on the day of a Primary Source Seminar, you must still read the primary sources assigned for the day, but you will be required to complete a “Primary Source Reflection” recording your notes and observations on the course discussion.

Mid-Term and Final Analytical Essay

This course also includes two exams, a mid-term and a final, although these will be somewhat different. The mid-term exam will test how well you have studied the basics: key historical events, geography, institutions, and the major social actors. By contrast, the final will be administered as an essay in which you will be asked to take a position on a major historiographical theme covered in the course.

Grading Scheme

Map Assignment	5%
Participation and Engagement	20%
Source Analyses	30% (15% × 2)
Mid-Term Exam	20%
Final Analytical Essay	25%

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

DISABILITY POLICY

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292-3322.

COURSE SCHEDULE

Week 1

Tu (Jan 12) Course Introduction: Late Antiquity and the Early Islamic Conquests

Th (Jan 14) The Two Eyes of the World: Rome and Persia at War (CE 602-628)

READ:

- HOYLAND, *In God's Path*, 8-30.
- *Recommended*: P. SARRIS, *Empires of Faith: The Fall of Rome to the Rise of Islam, 500-700* (Oxford, 2011), 226-274

Week 2

Tu (Jan 19) The Early Conquests (CE 630-640) **MAP ASSIGNMENT DUE**

READ:

- HOYLAND, *In God's Path*, 31-65
- BL Add. 14,461 in PENN, 21-24

Th (Jan 21) *Primary Source Seminar*: A Romanticized view of the Battle of Yarmūk

READ AND PREPARE:

- The dialogue of Khālid ibn al-Walīd and Byzantine general Bāhān, in: H. HASSANEIN and Jens SCHEINER, tr., *The Early Muslim Conquest of Syria: An English Translation of al-Azdī's Futūḥ al-Shām* (New York, 2019), 212-22.

Week 3

Tu (Jan 26) The Expansion Eastward and Westward (640-52)

READ:

- HOYLAND, *In God's Path*, 66-102

Th (Jan 28) *Primary Source Seminar*: Two Views of the Conquest of Egypt and Sinai

READ AND PREPARE

- Selections from John of Nikiû (fl. 680-90), *Chronicle*, tr. R.H. CHARLES (Oxford, 1916), 177-203 (ch. 60-73)
- Selections from Anastasius of Sinai (c. 630-700), *Edifying Tales*, in: S. SHOEMAKER, "Anastasius of Sinai and the Beginnings of Islam," *Journal of Orthodox Christian Studies* 1 (2018): 137-54

Week 4

Tu (Feb 2) *Primary Source Seminar*: Two Views from Armenia and Southern Iraq

READ AND PREPARE

- R.W. Thomson, tr., *The Armenian History Attributed to Sebeos* (Liverpool, 1999), 1: 94-103
- *The Khūzistān Chronicle*, in PENN, 47-53

Th (Feb 4) The Push for Constantinople (652-685)

READ

- HOYLAND, *In God's Path*, 103-137

Week 5

Tu (Feb 9) *Primary Source Seminar: Two Contemporary Views of Mu'āwiyah ibn Abī Sufyān*

READ

- *The Maronite Chronicle*, in PENN, 54-61
- Arculf in Damascus and Jerusalem, in Adomnán, *De Locis Sanctis*, tr. D. MEEHAN

Th (Feb 11) The Great Leap Forward (685-715)

READ

- HOYLAND, *In God's Path*, 138-69
- Bar Penkāyē, *Rēš Mellē*, in PENN, 85-107

Week 6

Tu (Feb 16) What is the Dome of the Rock?

Read:

- M. Levy-Rubin, "Why was the Dome of the Rock Built? A New Perspective on a Long-Discussed Question," *BSOAS* 80 (2017): 441-64
- The story of nightly journey (*isrā'*) and heavenly ascension (*mi'rāj*) of the Prophet Muḥammad, from Ibn Ishāq, *Kitāb al-Maghāzī*, tr. S. ANTHONY

Th (Feb 18) Apocalyptic Texts as Historical Sources

READ:

- P.J. ALEXANDER, "Medieval Apocalypses as Historical Sources," *AHR* 73 (1968): 997-1018
- *Syriac Apocalypse of Pseudo-Methodius*, in PENN, 108-29

Week 7

Tu (Feb 23) *Primary Source Seminar: Three Early Apocalyptic Responses to the Conquests*

READ AND PREPARE:

- *Secrets of Rabbi Shim'on bar Yoḥai*, tr. J. REEVES, *Trajectories in Near Eastern Apocalyptic* (Atlanta, 2005), 76-88

- *Apocalypse of Pseudo-Ephrem*, in PENN, 37-46
- *Apocalypse of John the Little*, in PENN, 146-55

Th (Feb 25) *Primary Source Seminar: Disputation Literature in Dialogue with Islam*

READ AND PREPARE:

- John Damascene, *De Haeresibus*, tr. J. SAHAS
- D.G.K. TAYLOR, "The Disputation between a Muslim and a Monk of Bēt Hālē: Syriac Text and Annotated English Translation," in *Christsein in der islamischen Welt: Festschrift für Martin Tamcke zum 60. Geburtstag*, ed. S.H. GRIFFITH and S. GREBENSTEIN (Wiesbaden, 2015), 187-242

Week 8

Tu (Mar 2) Christian Martyrology in Response to the Conquests

Read:

- C. SAHNER, "Swimming against the Current: Muslim Conversion to Christianity in the Early Islamic Period," *JAOS* 136 (2016): 265-284.
- The Martyrdom of Peter Capitolias, in S. SHOEMAKER, ed./tr. *Three Christian Martyrdoms from Early Islamic Palestine* (Chicago, 2016)

Th (Mar 4) **MID-TERM EXAM**

Week 9

Tu (Mar 9) **NO CLASS – SPRING BREAK**

Th (Mar 11) **NO CLASS – SPRING BREAK**

Week 10

Tu (Mar 16) Retrospective: Early Syriac Responses to the Conquests

READ:

- M.P. PENN, "Early Syriac Reactions to the Rise of Islam," in *The Syriac World*, ed. D. King (New York, 2019), 175-88.

Th (Mar 18) Early Christian Accounts of Muhammad's Life

Read:

- R.G. HOYLAND, "The Earliest Christian Writings on Muhammad," in *Muḥammad: The Issue of Sources*, ed. H. MOTZKI (Leiden, 2000), 276-97.

Week 11

Tu (Mar 23) Early Muslim Accounts of Muhammad's Life

Read:

- S. ANTHONY, *Muhammad and the Empires of Faith* (Oakland, 2020), ch. 2-3.

Th (Mar 25) *Primary Source Seminar: Christians and Muslim Accounts of Muhammad in Contact (1)*

Read and prepare:

- Theophanes the Confessor, *Chronographia*, tr. MANGO AND SCOTT, 463-465
- The onset of the revelation, from Ibn Ishāq, *Kitāb al-Maghāzī*, tr. S. ANTHONY

Week 12

Tu (Mar 30) *Primary Source Seminar: Christians and Muslim Accounts of Muhammad in Contact (2)*

Read:

- The story of Baḥīrā the monk, from Ibn Ishāq, *Kitāb al-Maghāzī*, tr. S. ANTHONY
- *The Baḥīrā-Apocalypse*, tr. B. ROGGEMA

Th (Apr 1) Documentary Sources for the Conquests and their Importance

Read:

- R. HOYLAND, "New Documentary Texts and the Early Islamic State," *BSOAS* 69 (2006): 395-416.

Week 13

Tu (Apr 6) Epigraphy and Early Muslim Identity

Read:

- I. LINDSTEDT, "Who is in, who is out? Early Muslim identity through epigraphy and theory," *Jerusalem Studies in Arabic and Islam* 46 (2019): 147-246 (focus on 147-206)

Th (Apr 8) *Primary Source Seminar: The Hijrah and the "Muhājirūn"*

Read:

- The story of Muhammad's Hijrah to Yathrib, from Ma' mar ibn Rāshid, *al-Maghāzī*, tr. S. ANTHONY
- The Kāmed Inscriptions, in PENN, 188-190

Week 14

Tu (Apr 13) How Early is the Qur'an?

Read:

- N. SINAI, "The Qur'an," in *The Routledge Handbook on Early Islam*, ed. H. Berg (New York, 2018), 9-24.

- F. DÉROCHE, “The Manuscript and Archaeological Traditions: Physical Evidence,” in *The Oxford Handbook of Qur’anic Studies*, eds. M. Shah and M.A.S. Abdel Haleem (Oxford, 2020), ch. 11.

Th (Apr 15) *Primary Source Seminar: The Qur’an and the Conquests*

Read and prepare:

- Q. 9 (Tawbah), tr. M.A.S. ABDEL HALEEM
- The Ummah Document (or, “The Constitution of Medina”), tr. M. LECKER

Week 15

Tu (Apr 20) *The Inheritance of Late Antiquity and the Creation of the Islamic World*

READ:

- HOYLAND, *In God’s Path*, 207-30

Recommended: A. MARSHAM, “The Early Caliphate and the Inheritance of Late Antiquity (c. AD 610-c. AD 750),” in *A Companion to Late Antiquity*, ed. P. Rousseau (Malden, 2009), 479-92

Th (Apr 22) *Retrospective: Was Islam spread by Force? Applying History to Popular Misconceptions*

Read:

- P. CRONE, “Jihad: idea and history,” *Open Democracy* (30 April 2007) https://www.opendemocracy.net/en/jihad_4579jsp/#two
- F.M. DONNER, “Visions of the Early Islamic Expansion: Between the Heroic and the Horrific,” in *Byzantium in Early Islamic Syria*, eds. N.M. El Cheikh and S. O’Sullivan (Beirut, 2011), 9-30

FINAL ANALYTICAL ESSAY DUE IN EXAM WEEK

ISLAM/HIST 3355

The Early Islamic Conquests (CE 630-750)

GE Rationale – Diversity: Global Studies

COURSE DESCRIPTION

The Islamic conquests that swept across the Near East, North Africa, and Central Asia in the seventh and eighth centuries CE created the largest empire in terms of land area that the world had yet seen, and the conquests remain one of history's most transformative events. But what was it like to witness, experience, and participate in the early Islamic conquests? How did the Muslim conquerors justify their newfound rule and how did their imperial ambitions shape the trajectory of early Islam and its diverse expressions? Utilizing new historical methods for reading and interpreting the sparse contemporary and near-contemporary testimonies for this historical period, this course explores how these testimonies, both Muslim and non-Muslim, continue to challenge historians to revise the history of the Islamic conquests. In this course a strong focus is placed on reading primary source materials in translation.

Diversity: Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - a) This course provides a panoramic overview of how the early Islamic conquests created a new polity and empire of unprecedented size and how that polity simultaneously became an heir to the political and cultural legacies of its predecessors and created its own legacies, which are with us even today.
 - b) Students read, analyze, and discuss a wide range of primary source material that exemplify the diversity of responses to the early Islamic conquests, depending on the authors' region, confessional identity, ethnicity, and genre of literary expression.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - a) This course introduces students to diverse perspectives (Muslim, Christian, Jewish) on a major historical event (the early Islamic conquests) and to how these diverse perspectives on this single event shaped the particular historical memory of these communities.
 - b) This course introduces students the major historical forces that gave rise to the spread of Islamic faith and Muslim communal identity as well as the ascendance of the Arabic language and Arab ethnic identity as markers of religious, imperial, and cultural prestige.

GE Assessment Plan for Diversity: Global Studies
ISLAM/HIST 3355: The Early Islamic Conquests (CE 630-750)

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Primary source seminars, primary source analysis papers, mid-term, and final-exam essay questions</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Primary source seminars, primary source analysis papers, mid-term, and final-exam essay</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Diversity: Global Studies

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Two examples of direct measures:

1. **Students will be given written assignments and exams throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question: From the mid-term exam:* What are the three main titles used by the ruler of the early Islamic polity on inscriptions, documents, and coinage? Briefly explain the ideological underpinning of each.
 - b. *ELO 2 example question: From the “primary source analysis template”:* Who was the author of the work? What was the author’s background (gender, race/ethnicity, region, religion, profession)? Are there any authenticity issues?
2. **Sample of the questions of final exam that will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1 example question: From the final:* One of the major historiographical debates currently underway is whether the conquest ought to be called the *Arab* Conquests or the *Islamic* Conquests. Discuss the arguments for and against both designations and how do contemporary politics shape this argument.
 - b. *ELO 2 example question: From the final:* Non-Muslim sources, though often the earliest sources available to modern historians on the

Islamic conquests, are sometimes criticized as too polemical and hostile towards the conquerors to be useful as historical sources. Do you agree or disagree with this view? Make your case using three specific examples from the sources covered in the course.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Diversity: Global Studies ELO 1

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Global Studies ELO 2

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

ISLAM/HIST 3355

The Early Islamic Conquests (CE 630-750)

GE Rationale – Historical Studies

COURSE DESCRIPTION

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Historical Studies

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
 - a) Students gain a historical understanding of the era of the Islamic conquests and the societal, cultural and religious transformations they set in motion in regions stretching from North Africa and the Near East to the Iranian Plateau and Central Asia.
 - b) This course introduces students to an array of perspectives (Muslim, Christian, Jewish) on a major historical event (the early Islamic conquests) and to how these diverse perspectives on this single event shaped the particular historical memory of these communities.
2. Students describe and analyze the origins and nature of contemporary issues.
 - a) Students examine how contemporary rhetoric on Islam and Muslims impacts the modern view of the Islamic conquests and what role history and historians have in shaping that discourse.

- b) Students will improve their analytic writing skills and their ability to be discerning interpreters of the past and cultural change as they explore the major cultural shifts set in motion by Islamic conquests and their modern legacy.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- a) Students learn how to analyze and interpret primary sources as products and as artifacts of their time and how historians rely upon them to reconstruct the past.
 - b) Students learn how to be more sensitive and astute readers of literary texts and material artifacts.
 - c) Students will explore how the competing approaches to interpreting primary sources undergird modern historiographical debates.

GE Assessment Plan – Historical Studies

ISLAM/HIST 3355: The Early Islamic Conquests (CE 630-750)

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students construct an integrated perspective on history and the factors that shape human activity.</p>	<p><u>Direct:</u> Primary source seminars, primary source analysis papers, mid-term, and final-exam essay questions</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u></p> <p>Students describe and analyze the origins and nature of contemporary issues.</p>	<p><u>Direct:</u> Primary source seminars, primary source analysis papers, mid-term, and final-exam essay questions</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 3</u></p> <p>Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.</p>	<p><u>Direct:</u> Primary source seminars, primary source analysis papers, mid-term, and final-exam essay questions</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix: Assessment Rubric for ISLAM/HIST 3355 course

Two examples of direct measures:

1. **Students will be given written assignments and exams throughout the semester to assess their improvement with respect to ELO 1, ELO 2, and ELO 3. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question: From the mid-term exam:* What are the three main titles used by the ruler of the early Islamic polity on inscriptions, documents, and coinage? Briefly explain the ideological underpinning of each.
 - b. *ELO 2 example question: From the final:* One of the major historiographical debates currently underway is whether the conquests ought to be called the *Arab* Conquests or the *Islamic* Conquests. Discuss the arguments for and against both designations and how do contemporary politics shape this argument.
 - c. *ELO 3 example question: From the primary source analysis template:* What is the author's perspective on the world or the author's method of presenting history? What words do the author employ to describe the identity of the conquerors— ethnic, religious, or something else?
2. **Questions from final exam will be used to assess achievement ELO 1, ELO 2, and ELO 3. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1/ELO 3 example question:* Non-Muslim sources, though often the earliest sources available to modern historians on the Islamic conquests, are sometimes criticized as too polemic and hostile to the conquerors to be useful as historical sources. Do you agree or disagree with this view? Make your case using three specific examples from the sources covered in the course.
 - b. *ELO 2 example question:* One of the major historiographical debates currently underway is whether or not the conquest ought to be called the *Arab* Conquests or the *Islamic* Conquests. Discuss the arguments for, and against, both.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

History ELO 1

Students construct an integrated perspective on history and the factors that shape human activity.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

History ELO 2

Students describe and analyze the origins and nature of contemporary issues.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

History ELO 3

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

REVISED Islamic Studies Major Sheet (Revised 9-2020)

Prerequisites (12 credits) Pick a Language		
Arabic	Persian	Turkish
1101.01 Elementary Modern Standard Arabic 1 (4)	1101 Elementary Persian I (4)	Turkish 1101 Elementary Turkish I (4)
1102.01 Elementary Modern Standard Arabic 2 (4)	1102 Elementary Persian II (4)	Turkish 1102 Elementary Turkish II (4)
1103.01 Intermediate Modern Standard Arabic 1 (4)	1103 Intermediate Persian I (4)	Turkish 1103 Intermediate Turkish I (4)

Islamic Studies Major Requirements

The Islamic Studies major consists of a minimum of 32 credit hours. A minimum of C- in all courses counting toward the major is required. Half of the total required credit hours must be acquired through instruction at OSU.

Major Language (8-10 credits) Pick Two Language Courses above the 1100 level*		
Arabic	Persian	Turkish
2104.01 Intermediate Modern Standard Arabic 2 (5)	2104 Intermediate Persian II (4)	Turkish 2101 Intermediate Turkish II (4)
3105 Intermediate Modern Standard Arabic 3 (5)	2105 Intermediate Persian III (4)	Turkish 2102 Intermediate Turkish III (4)

Required Core (2 courses, 6 credits)			
NELC 3501 Introduction to Islam			(3)
Religious Studies 2370 Introduction to Religious Studies			(3)
Religion: Text (pick one course 3 credits)			
Arabic 5701 The Qur'an in Translation	(3)	Arabic 4626 Introduction to the Arabic Qur'an*	(3)
Religion: Traditions, Beliefs, and Practices (pick one course 3 credits)			
NELC 3230 Introduction to Shi'i Beliefs and History	(3)	Arabic 3601 Introduction to Arabic Philosophy	(3)

Society and Cultures (pick one course 3 credits)			
NELC 3502 Islamic Civilization Through the Ages	(3)	ISLAM 3355 The Early Islamic Conquests (ce 630-750)	(3)
MRS 2514 Golden Age of Islamic Civilization	(3)	NELC 3702 Literatures and Cultures of the Islamic World	(3)
NELC 3201 Islam in the United States	(3)	NELC 4597 Islamic Revival and Social Justice	(3)
NELC 3204 The Middle East in the Media	(3)	NELC 5578 Islamic Law and Society	(3)
NELC 3205 Women in the Muslim Middle East	(3)		

Major Electives (pick 3 courses 9 credits total)			
Language Electives			
Arabic 2111 Colloquial Arabic 1	(3)	Arabic 4626 Introduction to the Arabic Qur'an*	(3)

Arabic 2112 Colloquial Arabic 2	(3)	Arabic 5627 Classical Arabic Poetry**	(3)
Arabic 4106 <i>High Intermediate Modern Standard Arabic</i> **	(5)	Arabic 5628 Classical Arabic Prose**	(3)
Arabic 4108 <i>Advanced Arabic Grammar</i> ***	(3)	Arabic 5651 Contemporary Arabic Prose Fiction**	(3)
Arabic 4120 Arabic Media*	(3)	Arabic 5652 Contemporary Arabic Poetry and Drama**	(3)
3101 Advanced Persian	(3)	Turkish 3001 Advanced Turkish Syntax	(3)

* Arabic 2104 is a required prerequisite

*** Arabic 4106 is a required prerequisite

** Arabic 3105 is a required prerequisite

Non-Language Electives (only 1 elective below the 3000 level may be used as an elective; one course may be any Arabic, Hebrew, Jewish Studies, Persian, or Turkish course 3000-level or above)			
Arabic 2241 Contemporary Arabic Cultures: Arts, Mass Media, Society	(3)	NELC 3204 The Middle East in the Media	(3)
Arabic 2798.01 May Morocco	(3)	NELC 3205 Women in the Muslim Middle East	(3)
Arabic 2701 Classical and Medieval Arabic Literature	(3)	NELC 3230 Shi'i Beliefs and History	(3)
Arabic 2702 Modern Arabic Literature	(3)	NELC 3502 Islamic Civilization Through the Ages	(3)
Arabic 3301 Contemporary Folklore in The Arab World	(3)	NELC 3620 Everyday Life in South Asia	(3)
Arabic 3601 Introduction to Arabic Philosophy	(3)	NELC 3702 Literatures and Cultures of the Islamic World	(3)
Arabic 3705 A Thousand and One Nights: Storytelling in Arabic and World Literature	(3)	NELC 3704 The Novel in the Middle East	(3)
Arabic 5701 The Qur'an in Translation	(3)	NELC 4597 Islamic Revival and Social Justice	(3)
Arabic 5703 Biblical Figures in the Qur'an	(3)	NELC 5204 Culture and Politics in Central Asia	(3)
History 2350 Islam, Politics & Society in History	(3)	NELC 5568 Studies in Orality and Literacy	(3)
History 2351 Early Islamic Society 610-1258	(3)	NELC 5578 Islamic Law and Society	(3)
History 2352 The Ottoman Empire, 1300-1800	(3)	NELC 5645 Contemporary Issues in the Middle East	(3)
History 2353 The Middle East Since 1914	(3)	Persian 2241 Persian Culture	(3)
History 2375 Islamic Central Asia	(3)	Persian 2701 Persian Literature in Translation	(3)
History 3304 History of Islam in Africa	(3)	Persian 3350 Domestic Conflicts and Social Movements in Contemporary Iran	(3)
History 3351 Intellectual and Social Movements in the Muslim World	(3)	Persian 3704 Persian Epic ⁴	(3)
History 3353 Jewish Communities Under Islamic Rule	(3)	Religious Studies 3972 Theory and Method in the Study of Religion	(3)
History 3365 History of Afghanistan	(3)	Turkish 2241 Beyond Belly Dancers and Harems: Turkish Culture	(3)
NELC 2220 Introduction to South Asia Studies	(3)	Turkish 2701 Mystics, Sultans, Prisoners and Dreamers: Turkish Literature in Translation	(3)
NELC 2241 Middle East Close Up	(3)	Turkish 3350 Contemporary Issues in Turkey	(3)
NELC 2244 Films of the Middle East	(3)	Turkish 5377 Turkish Music, Dance Theatre	(3)
NELC 3201 Islam in the United States	(3)		

**The Ohio State University
College of Arts and Sciences**

Islamic Studies Minor

Department of Near Eastern Languages and Cultures
300 Hagerty Hall, 1775 College Road
Columbus, OH 43210-1340
614-292-9255; <http://nelc.osu.edu/>

The minor in Islamic Studies consists of 15 credit hours of course work as listed below. Up to six hours overlap between the minor and the GE will be permitted.

After the faculty adviser in the Department of Near Eastern Languages and Cultures has approved your Minor Program Form, you should file the form with your college or school counselor. For further information about the minor program, contact the department.

Islam Course (3 credit hours)

NELC 3501 Introduction to Islam (3)

Qur'an Course (3 credit hours)

Arabic 5701 Qur'an in Translation (3)

Arabic 4626 Introduction to the Arabic Qur'an (3)

Societies and Cultures (3 credit hours)

ISLAM Courses
3355 (3)

Medieval & Renaissance Studies course
MEDREN 2514 (3)

NELC Courses

3201 (3), 3204 (3), 3205 (3), 3502 (3), 3702 (3), 4597 (3),
5578 (3)

Minor Elective (6 Credit Hours) Only one course may be used outside of the NELC department

Arabic courses

2241 (3), 2798.01 (3), 2701 (3), 2702 (3), 3301 (3), 3601 (3),
3705 (3), 5701 (3), 5703 (3),

History Courses

2350 (3), 2351 (3), 2352 (3), 2353 (3), 2375 (3), 3304 (3), 3351
(3), 3353 (3), 3355 (3), 3365(3)

ISLAM Courses

3355 (3)

NELC Courses

2220(3), 2241(3), 2244 (3), 3201(3), 3204(3), 3205(3), 3230 (3),
3502 (3), 3620 (3), 3702 (3), 3704 (3), 4597 (3), 5204 (3),
5568 (3), 5578 (3), 5645 (3)

Persian Courses

2241 (3), 2701(3), 3704 (3),

Turkish Courses

2241 (3), 2701 (3), 5377 (3)

Religious Studies Courses

2102.02 (3), 2370 (3), 3972 (3)

Islamic Studies minor program guidelines

The following guidelines govern this minor.

Required for graduation No

Credit hours required A minimum of 15 credit hours. 1000 level courses shall not be counted in the minor.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s)

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Approval required The minor course work must be approved by the academic unit offering the minor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by the academic unit offering the minor.

Islamic Studies Curriculum Map

Course:	Students develop intermediate competency in one language relevant to Islamic Studies	Students demonstrate familiarity with Islamic cultures and communities in the past and present.	Students read and interpret critically a diverse range of Islamic texts and material artifacts.	Students learn to interpret critically Islamic beliefs, thought and practices.
Prerequisites				
Arabic, Persian, or Turkish 1101	Beg.	Beg.	Beg.	
Arabic, Persian, or Turkish 1102	Beg.	Beg.	Beg.	
Arabic, Persian, or Turkish 1103	Beg./Int.	Beg.	Beg.	
Required Language Courses				
Arabic 2104 Intermediate Modern Standard Arabic 2	Int.	Beg.	Beg./Int.	
Arabic 3105 Intermediate Modern Standard Arabic 3	Int.	Beg.	Int.	
Persian 2104 Intermediate Persian II	Int.	Beg.	Beg./Int.	
Persian 2105 Intermediate Persian III	Int.	Beg.	Int.	
Turkish 2101 Intermediate Turkish II	Int.	Beg.	Beg./Int.	
Turkish 2102 Intermediate Turkish III	Int.	Beg.	Int.	
Required Courses				
NELC 3501 Introduction to Islam		Beg.	Beg.	Beg./Int.
Religious Studies 2370 Introduction to Religious Studies		Beg.		Beg.
Arabic 5701 The Qur'an in Translation	Beg.	Adv.	Int./Adv.	Adv.
Arabic 4626 Introduction to the Arabic Qur'an	Adv.	Int.	Int/Adv.	Adv.
Arabic 3601 Introduction to Arabic Philosophy		Int.	Int./Adv.	Int./Adv.
NELC 3230: Shi'i Beliefs and History		Int.	Int.	Adv.
NELC 3201: Muslims in America and Europe		Adv.	Int.	Int.

NELC 3204: The Middle East in the Media		Adv.	Int.	Int.
NELC 3205: Women in the Muslim Middle East		Adv.	Int.	Int.
NELC 3502: Islamic Civilization Through the Ages		Int.	Int.	Int.
ISLAM 3355 The Early Islamic Conquests (ce 630-750)		Adv.	Adv.	Int.
NELC 3702: Literatures and Cultures of the Islamic World		Int.	Adv.	Int.
NELC 4597 Islamic Revival and Social Justice		Int.	Int.	Adv.
NELC 5578 Islamic Law and Society		Adv.	Adv.	Adv.
MRS 2514 Golden Age of Islamic Civilization		Int.	Beg.	Beg.
Electives - Language				
Arabic 2111 Colloquial Arabic I	Int.	Int.	Int.	
Arabic 2112 Colloquial Arabic 2	Int.	Int.	Int.	
Arabic 4106 High Intermediate Modern Standard Arabic	Int./Adv.	Int.	Int.	
Arabic 4108 Advanced Arabic Grammar	Adv.	Int.	Adv.	
Arabic 4120 Arabic Media	Int.	Int.	Int.	
Arabic 5627 Classical Arabic Poetry	Adv.	Adv.	Adv.	Adv.
Arabic 5628 Classical Arabic Prose	Adv.	Adv.	Adv.	Adv.
Arabic 5651 Contemporary Arabic Prose Fiction	Adv.	Adv.	Adv.	Adv.
Arabic 5652 Contemporary Arabic Poetry and Drama	Adv.	Adv.	Adv.	Adv.
Persian 3101 Advanced Persian	Adv.	Int.	Adv.	
Turkish 3001 Advanced Turkish	Adv.	Int.	Adv.	
Electives				
Arabic 2241: Culture of the Contemporary Arab World		Beg.	Beg.	Beg.
Arabic 2798 May Morocco		Beg.	Beg.	Beg.
CMRS 2514: Golden Age of Islamic Civilization		Beg.	Beg.	Beg.
History 2350: Islam, Politics & Soc. In Hist.		Beg./Int.	Beg.	
History 2351: Islamic Society, 610-1258		Beg./Int.	Beg.	
History 2352: Ottoman Empire, 1300-1800		Beg./Int.	Beg.	
History 2353: Middle East in the 20th Century		Beg./Int.	Beg.	

History 2375: Islamic Central Asia		Beg./Int.	Beg.	
History 3304: History of Islam in Africa		Int.	Int.	
History 3351: Intellectual and Social Movements in the Muslim World		Int.	Int.	Int.
History 3357: The Middle East in the 19 th Century		Int.	Int.	
History 3365: History of Afghanistan		Int.	Int.	
NELC 2241: The Middle East Up Close		Beg.	Beg.	Beg.
NELC 2244: Films of the Near East		Beg.	Beg.	
NELC 5204: Culture and Politics in Central Asia		Adv.	Adv.	Adv.
NELC 5645: Contemporary Issues in the Middle East		Adv.	Adv.	Adv.
NELC 5568: Studies in Orality and Literacy		Adv.	Adv.	Adv.
RS 3972 Theory and Method in the Study of Religion		Int.		Int.
Persian 2241: Persian Culture		Beg.	Beg.	Beg.
Persian 2701: Persian Literature in Translation		Beg.	Beg.	Beg.
Persian 3704: Persian Epic		Int.	Int.	Int.
Turkish 2241: Turkish Culture		Beg.	Beg.	Beg.
Turkish 2701: Turkish Literature in Translation		Beg.	Beg.	Beg.
Turkish 5377: Turkish Music, Dance, Theater		Adv.	Adv.	Adv.