Term Information

Effective Term	Autumn 2023
Previous Value	*Autumn 2022*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL to this class, Adding cross-list with Islamic Studies, Updating writing prereq to new GE.

What is the rationale for the proposed change(s)?

Faculty is planning to teach this online in AU23, and teaches it online regularly. Cross-listing is an obvious fit, and the faculty member who teaches it regularly is in NESA.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Islamic Studies Cross-list

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2350
Course Title	Islam, Politics, and Society in History
Transcript Abbreviation	Islam Pol Society
Course Description	Introduction to the manner in which Islam has interacted with politics in the Middle East and vicinity from the rise of Islam through the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
Previous Value	*Yes, Greater or equal to 50% at a distance*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation

Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Previous Value	*Prereq or concur: English 1110.xx.*
Exclusions	Not open to students with credit for ISLAM 2350.
Previous Value	Not open to students with credit for 340.
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed with Islamic Studies.
Previous Value	

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Historical Study; Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• This course aims to examine some of the major ideas, people, trends, institutions, and events in the history of Islamic societies.
Previous Value	

Content Topic List

- Arabian peninsula before Islam

- The rise of Islam

- Early conquests

- Schism over the caliphate: the roots of Sunni and Shi'ite Islam

- The Abbasid revolution (750)

- Development of the shari'a and the rise of the ulema (Muslim scholar-officials)

- The Ismaili da'wa (missionary movement) (9th-10th centuries)

- The madrasa and the ulema's political role (12th century and later)

- Sufism and Sunni reaction in the Middle Ages

- "Fundamentalists" v. Sufis in the 17th century

- "Neo-orthodoxy" in the 18th century: Tajdid and Wahhabism

- 19th-century Islamic reform

- Pan-Islam v. nationalism

- 20th-century secularism and Islamic reaction

Sought Concurrence   No
Previous Value

Attachments

- 2350 Syllabus Akin In-Person.docx: Syllabus - In-Person

  (Syllabus. Owner: Getson,Jennifer L.)

- 2350 Syllabus DL.docx: Syllabus - DL

  (Syllabus. Owner: Getson,Jennifer L.)

- History 2350 DL Cover Sheet.pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

- Sent back at dept's request *(by Vankeerbergen,Bernadette Chantal on 03/21/2023 01:14 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/21/2023 11:57 AM	Submitted for Approval
Approved	Soland,Birgitte	03/21/2023 12:56 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/21/2023 01:14 PM	College Approval
Submitted	Getson,Jennifer L.	03/21/2023 01:18 PM	Submitted for Approval
Approved	Soland,Birgitte	03/21/2023 08:24 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/29/2023 11:29 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/29/2023 11:29 AM	ASCCAO Approval

SYLLABUS
HISTORY/2350

Islam, Politics, and Society in History
Spring 2021
LEC, 3 credit hours
Online, Synchronous
Meeting Time: TR, 2:20pm – 3:40pm

COURSE OVERVIEW

Instructor

Instructor: Dr. Yiğit Akın

Email address: akin.16@osu.edu

Office hours: By appointment, Zoom

Prerequisites

English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor. Not open to students with credit for ISLAM 2350.

Course description

This course aims to examine some of the major ideas, people, trends, institutions, and events in the history of Islamic societies. As is the case with any religious tradition, Islam entails a complex web of history, culture, and practice. Through a reading of primary and secondary sources, we will explore this complex web, beginning with the emergence of Islam in the Arabian Peninsula in the 7th century and ending with the Arab Spring and its aftermath in the 21st century. Topics we will cover include but not limited to the formative period of Islam; its foundational principles, shared rituals, and practices; the Quran; Shi'ism; Islamic law; women and gender. We will also discuss themes such as social and cultural movements; imperialism and decolonization; the rise of political Islam; and Islam in the West. Ultimate goal of this course is to provide the students with solid historical, analytical, and conceptual tools to grasp the complex history of Islamic societies and their significance from a world historical perspective.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.

2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

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

General education goals and expected learning outcomes

As part of the **GE Foundations: Historical and Cultural Studies** category of the **New General Education** curriculum, this course is designed to prepare students to be able to do the following:

Goals:
1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes:
Successful students are able to:
1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
1.4. Evaluate social and ethical implications in historical studies.

This course will fulfill these goals and ELOs by:
Reading assignments include both primary and secondary sources which will allow us to discuss their differences and understand how historians have employed these sources critically to develop arguments. By using methods of historical inquiry, we will study the emergence and foundational principles of Islam, as well as Islamic societies from its beginnings to the current-day. We will also discuss different historical perspectives and analyze how historical knowledge is generated to understand these complex issues. Reading assignments and in-class discussions will offer students an opportunity to re-visit the biases and prejudices that dominate the public discourse about Islam and understand the role of historical scholarship to question, challenge, and undermine stereotypes.

As part of the **Historical Studies** category of the **Legacy General Education** curriculum, this course is designed to prepare students to be able to do the following:

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.

This course will fulfill these goals and ELOs by:
Reading assignments and in-class discussions will provide students foundational knowledge about the political, social, economic, and cultural history of Islamic societies throughout history. Reading assignments, lecture, and in-class discussions will familiarize students with different perspectives, approaches, and methodologies that historians have developed to study the history of Islam and Islamic cultures. Writing assignments will help students cultivate analytical skills and improve their ability to develop arguments based on a critical reading of a variety of primary and secondary sources.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and Synchronous. The course will meet twice a week at set meeting times.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Live sessions**: **REQUIRED**
  This class has scheduled, synchronous class times twice a week. Attendance is a critical requirement. Missing more than three classes will affect the participation section of the final course grade. Students will be responsible for reading the assigned texts and having the reading material available to consult during class.
- **Participating in discussion forums**: **TWICE PER WEEK**
  As part of your participation, each week you can expect to post at least twice to the discussion boards.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Carole Hillenbrand, Introduction to Islam: Beliefs and Practices in Historical Perspective (Thames & Hudson, 2015), ISBN-13: 978-0500291580 [Paperback]

- Ross E. Dunn, The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century (University of California Press, 2012), ISBN-13: 978-0520272927 [Paperback]

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Class Participation	10%
Discussion Posts	10%
Weekly Reflections	20%
Quizzes	10%
Writing Assignment	25%
Final Exam	25%
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Participation

Description: You are expected to attend every scheduled session of the course, participate actively, and come prepared to discuss your ideas about the readings on the assigned date. I will assess your performance in our class sessions in terms of three factors—regular *attendance* (how often you attended class), the *quantity* of participation (how often you contributed), and the *quality* of comments (whether your comments or questions showed an engaged reading of the assigned texts; whether your remarks and questions were lucidly presented, demonstrated active listening, and advanced the conversation). Active and high-quality class participation necessitates that you have completed the reading assignment prior to class. Excessive absences will inevitably affect your participation grade.

Academic integrity and collaboration: A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

Participation: At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Discussion Posts

Description: Each week you will be assigned a discussion prompt that asks you to write a paragraph or two with citations from the PowerPoint lectures, readings, or other course materials, in which you respond critically to a question that pushes you to think holistically about each lecture. After you have finished you will then respond in a couple sentences to one of your classmates' posts in order to earn full credit. Try to actually engage your classmates (respectfully please), rather than simply agreeing or disagreeing. Bring in your own ideas, sources, etc, to help push the discussion further.

These discussion posts will correspond closely to our in-class discussions, and are meant to both help you prepare for in-class discussions, as well as provide multiple avenues of participation in class. Your first post is due on Wednesday at 11:59pm and the second post is due on Sunday at 11:59pm.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Weekly Reflections

Every Monday evening, by 11:59 p.m., you will be asked to post a one- to two-page reflection (250 to 500 words) on the upcoming week's readings on our discussion board. In these pieces, 1) you should locate the readings' main arguments and analyze their main points, and 2) put them into conversation with our class discussions. To be able to do that you must engage that week's material by reflecting on the themes discussed, the issues and challenges they bring up, and their significance and/or relevance to larger debates within the field of Islamic history. Your reflections should address all of the assigned readings/podcasts/videos for the week.

Academic integrity and collaboration:
Your written assignments (including weekly reflection papers) should be your own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Quizzes

Description: To help keep you on track with the readings and the lectures, you will receive four quizzes over the course of the semester. Quizzes will consist of multiple-choice questions based on the lectures and the readings assigned. The quizzes are intended simply to ascertain whether you have done the readings and followed the lectures, and they should be easy if you've read the assigned material and followed the lectures carefully.

Academic integrity and collaboration: I will make quizzes available via Carmen at the end of our class for 10 minutes. Quizzes must be completed alone. Discussing the quiz questions with peers would be a violation of the academic integrity policy.

Writing Assignment

Description: Each student will complete a written assignment based on the reading of *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*, other required texts for the course, and

our lectures, videos, and discussions. You will write a 5-6 page paper based on specific questions that will be provided in advance. This assignment is due on March 16th by 11:59 p.m. (on Carmen).

Academic integrity and collaboration: Your essay should be your own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Final Exam

Description: Final Essay is a take-home exam for which you will write 5-6 double-spaced page essay in Times New Roman 12pt. as a response to the questions that will be sent out a week prior to the essay deadline. In your final essay, you are expected to provide a structured, organized, and engaging analysis of the weekly readings and other class materials assigned for the course in relation the questions given. The essay writing guide (will be available on Carmen) is designed to help you navigate how to organize your essay. Essays should be submitted via Carmen by May 3 at 11:59 p.m. Apart from content, correct grammar, spelling, and writing style will be used to determine your grade in this exam.

Academic integrity and collaboration: Your essay should be your own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Late assignments

Late submissions will be penalized by taking half letter grade down (ex. A to A-) per each extra day, unless there is a documented emergency.

Grading scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-67	66.9-63	Below 63

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here: http://advising.osu.edu

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin (.44), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/) and the Office of Student Life: Student Advocacy Center (https://advocacy.osu.edu/academic-enrollment/grade-grievance/).

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

WEEKLY CLASS SCHEDULE AND READINGS

Recurring Due Dates (unless otherwise noted):
Discussion post response to prompt – Due Wednesdays at 11:59pm
Discussion post response to another student – Due Sundays at 11:59pm
Weekly Reflection – Due Mondays at 11:59pm
Quiz – Due at 11:59pm on the day due

Refer to the Carmen course for up-to-date assignment due dates, as well as links to supplementary short video and audio assignments (not listed below)

WEEK I: A FRAMEWORK for THE STUDY of THE HISTORY of ISLAM
Tue. Jan. 12: Introduction
Thu. Jan. 14: Commonality & Diversity: Islam in Today's World [Hillenbrand, 17-22]
>   *Reading*: [Carl W. Ernst, "Islam in the Eyes of the West"]

WEEK II: PREHISTORY of ISLAM
Tue. Jan. 19: The World Before Islam [Hillenbrand, 23-29]
>   *Reading*: [Hugh Kennedy, "The Matrix of the Muslim World: The Near East in the Seventh Century"]
>   *Reading*: [Elias Muhanna, "A New History of Arabia, Written in Stone," *The New Yorker*, 23 May 2018] https://www.newyorker.com/culture/culture-desk/a-new-history-of-arabia-written-in-stone]
Thu. Jan. 21: The Life of Muhammad-I: Muhammad in Mecca [Hillenbrand, 29-33; 37-42]
>   *Reading*: [Chase Robinson, "Mohammed, *the Prophet*"]
>   *Listening*: [Fred Donner, "Islam's Enigmatic Origins"] https://15minutehistory.org/podcast/episode-51-islams-enigmatic-origins/

WEEK III: THE ORIGINS of ISLAM
Tue. Jan. 26: The Life of Muhammad-II: Muhammad in Medina & the Early Islamic Community [Hillenbrand, 33-37; 42-57]
>   *Reading*: [Constitution of Medina]
Thu. Jan. 28: The Nature, Structure, and Major Themes of the Qur'an [Hillenbrand, 58-76]
>   *Reading*: [Select chapters from the Qur'an]
>   *Reading*: [Jane McAuliffe, "The Persistent Power of the Qur'an"]

WEEK IV: THE QUR'AN
Tue. Feb. 2: Reciting, Researching, and Translating the Qur'an [Hillenbrand, 76-88] [Quiz 1]
Thu. Feb. 4: The First Four Caliphs and Early Islamic Expansion
>   *Reading*: [Fred M. Donner, "The Islamic Conquests"]

WEEK V: ISLAM and EMPIRE
Tue. Feb. 9: The Abbasid Caliphate-I: The Rise of Abbasids
>   *Reading*: [Chase Robinson, "Abd al-Malik, *engineer of the caliphate*"]
>   *Reading*: [Chase Robinson, "Al-Mamun, *caliph-patron*"]
Thu. Feb. 11: The Abbasid Caliphate-II: Political & Religious Fragmentation; Economic Unity & Prosperity
>   *Reading*: [Chase Robinson, "Ibn Fadlan, *intrepid envoy*"]

Reading: [Emily Greenhouse, "Treasures in the Wall," *The New Yorker*, 1 March 2013 https://www.newyorker.com/books/page-turner/treasures-in-the-wall]

WEEK VI: EMERGENCE of ISLAMIC IDENTITY
Tue. Feb. 16: Ritual Practice [Hillenbrand, 89-113]
 Reading: [Hussein Kesvani, "7 Things I Learned About Myself While Fasting This Ramadan"]
 Video: "Inside Mecca" https://www.youtube.com/watch?v=gf8Bk6AwPKw
Thu. Feb. 18: Legal Developments [Hillenbrand, 114-137]
 Reading: [Aron Zysow, "Shari'a"]

WEEK VII: ALTERNATIVE VISIONS of ISLAMIC IDENTITY- I
Tue. Feb. 23: No Class
Thu. Feb. 25: The Question of Caliphal Succession & the Birth of Shiism [Hillenbrand, 138-150] [Quiz 2]
 Reading: [Chase Robinson, "Ali, *cousin, caliph, forefather of Shiism*"]
 Reading: [Chase Robinson, "Aisha, *wife of the Prophet*"]

WEEK VIII: ALTERNATIVE VISIONS of CLASSICAL ISLAMIC IDENTITY- II
Tue. Mar. 2: Theological Underpinnings of Shi'ism [Hillenbrand, 150-168]
Thu. Mar. 4: Sufi Devotion: Origins, Teachings, Practices [Hillenbrand, 189-218]
 Reading: [Chase Robinson, "Rabia al-Adawiyya, *renunciant and saint*"]
 Reading: [Jane Ciabattari, "Why is Rumi the Best-Selling Poet in the US?"] http://www.bbc.com/culture/story/20140414-americas-best-selling-poet

WEEK IX: WOMEN AND ISLAM
Tue. Mar. 9: Women and Islam - I [Hillenbrand, 247-261]
 Reading: [Leila Ahmed, "Early Islam and the Position of Women"]
Thu. Mar. 11: Women and Islam - II [Hillenbrand, 261-273]
 Video: "(Un)veiled: Muslim Women Talk about Hijab" (via OSU Library)

WEEK X: CRISIS in ISLAMIC HISTORY
The Writing Assignment is due on March 16th 11:59 p.m. (on Carmen).
Tue. Mar. 16: Writing Day: No class, work on your papers
Thu. Mar. 18: Turks, Crusaders, and Mongols
 Reading: [Robert Irwin, "Islam and the Crusades, 1096-1699"]
 Reading: [Chase Robinson, "Saladin, *anti-Crusader hero*"]

WEEK XI: ENCOUNTERS with MODERNITY and ISLAMIC RESPONSES-I
Tue. Mar. 23: Islam in the Age of European Expansion, 1500-1800 [Quiz 3]
 Reading: [Chase Robinson, "Mehmed II, *conqueror and renaissance man*"]
 Reading: [Chase Robinson, "Shah Ismail, *esoteric charismatic*"]
Thu. Mar. 25: The Turn of the Nineteenth Century [Hillenbrand, 183-188]
 Reading: [Chase Robinson, "Ibn Taymiyya, *stubborn reactionary*"]

WEEK XII: <u>ENCOUNTERS with MODERNITY and ISLAMIC RESPONSES-II</u>
Tue. Mar. 30: Nineteenth Century Colonialism and Reform
Thu. Apr. 1: No Class

Final Exams should be submitted via Carmen by May 3 at 11:59 p.m.

WEEK XIII: <u>MODERN VISIONS of ISLAM-I</u>

Tue. Apr. 6: Turbulent 20th Century-I [Hillenbrand, 219-237]

  Reading: [Hasan al-Banna, The founder of the Muslim Brotherhood on politics and religion]

Thu. Apr. 8: Turbulent 20th Century-II [Hillenbrand, 237-246]

  Reading: [Patricia Crone, "Jihad: Idea and History"]

WEEK XIV: <u>MODERN VISIONS of ISLAM-II</u>

Tue. Apr. 13: Islam in the 21st Century-I [Hillenbrand, 274-285]

  Reading: [Asma Afsaruddin, "How Do We Talk About Islam After *Charlie Hebdo*"]
  https://religiondispatches.org/here-we-go-again-what-to-say-about-islam-after-charlie-hebdo/

Thu. Apr. 15: Islam in the 21st Century-II

WEEK XV: <u>ISLAM in the WEST</u>

Tue. Apr. 20: Islam in the West [Quiz 4]

  Reading: [Jane I. Smith, "Islam in America"] Thu.

Apr. 22: Review & Wrap-Up

HIST 2350
Islam, Politics, and Society in History

Spring 2021	Instructor: Dr. Yiğit Akın (akin.16@osu.edu)
Meeting Time: T/R 2:20-3:40 p.m.	Office: Dulles Hall 342
Room ###	Office Hours By appointment
Mode of delivery: In-Person	Credit Hour: 3

Welcome to "Islam, Politics, and Society in History"!

DESCRIPTION

This course aims to examine some of the major ideas, people, trends, institutions, and events in the history of Islamic societies. As is the case with any religious tradition, Islam entails a complex web of history, culture, and practice. Through a reading of primary and secondary sources, we will explore this complex web, beginning with the emergence of Islam in the Arabian Peninsula in the 7th century and ending with the Arab Spring and its aftermath in the 21st century. Topics we will cover include but not limited to the formative period of Islam; its foundational principles, shared rituals, and practices; the Quran; Shi'ism; Islamic law; women and gender. We will also discuss themes such as social and cultural movements; imperialism and decolonization; the rise of political Islam; and Islam in the West. Ultimate goal of this course is to provide the students with solid historical, analytical, and conceptual tools to grasp the complex history of Islamic societies and their significance from a world historical perspective.

COURSE OBJECTIVES

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.

2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

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

GENERAL EDUCATION

New GE: GE Foundations: Historical and Cultural Studies

Goals:

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes:

Successful students are able to:

1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.

1.4. Evaluate social and ethical implications in historical studies.

This course will fulfill these goals and ELOs by:

Reading assignments include both primary and secondary sources which will allow us to discuss their differences and understand how historians have employed these sources critically to develop arguments. By using methods of historical inquiry, we will study the emergence and foundational principles of Islam, as well as Islamic societies from its beginnings to the current-day. We will also discuss different historical perspectives and analyze how historical knowledge is generated to understand these complex issues. Reading assignments and in-class discussions will offer students an opportunity to re-visit the biases and prejudices that dominate the public discourse about Islam and understand the role of historical scholarship to question, challenge, and undermine stereotypes.

Legacy GE: 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.

This course will fulfill these goals and ELOs by:

Reading assignments and in-class discussions will provide students foundational knowledge about the political, social, economic, and cultural history of Islamic societies throughout history. Reading assignments, lecture, and in-class discussions will familiarize students with different perspectives, approaches, and methodologies that historians have developed to study the history of Islam and Islamic cultures. Writing assignments will help students cultivate analytical skills and improve their ability to develop arguments based on a critical reading of a variety of primary and secondary sources.

COURSE MATERIALS

Required materials: The following books are available through the OSU Library. They are also available as hard copy, e-book, or rental options via online sellers. All other readings will be available online through Carmen.

1. Carole Hillenbrand, *Introduction to Islam: Beliefs and Practices in Historical Perspective* (Thames & Hudson, 2015), ISBN-13: 978-0500291580 [Paperback]

2. Ross E. Dunn, *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century* (University of California Press, 2012), ISBN-13: 978-0520272927 [Paperback]

GRADING AND ASSIGNMENTS

Requirements for this course include:

Attendance & Participation	10%
Weekly reading summaries	20%
Quizzes	15%
Writing assignment	25%
Take-home final exam	30%
Total	100%

Grades will be calculated on the following scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-67	66.9-60	Below 60

Attendance and participation (10%)

You are expected to attend every session of the course, participate actively, and come prepared to discuss your ideas about the readings on the assigned date. I will assess your performance in our class sessions in terms of three factors—regular *attendance* (how often you attended class), the *quantity* of participation (how often you contributed), and the *quality* of comments (whether your comments or questions showed an engaged reading of the assigned texts; whether your remarks and questions were lucidly presented, demonstrated active listening, and advanced the conversation). Active and high-quality class participation necessitates that you have completed the reading assignment prior to class. Excessive absences will inevitably affect your participation grade.

Weekly Reading Summaries (20%)

Every Monday evening, by 11:59 p.m., you will be asked to submit a one- to two-page reflection (250 to 500 words) on the material to be covered in that week's readings. In these pieces, you should demonstrate an awareness of the assigned texts, but more importantly you must engage that material by reflecting on the themes discussed, some of the issues and challenges they bring up, and their significance and/or relevance to larger debates either outside or within the field of Islamic history. Summaries should address all of the assigned readings/podcasts/videos for the week. You will be expected to submit at least 10 such reflections over the course of the semester.

Quizzes (15%)

To help keep you on track with the readings and the lectures, you will receive four quizzes over the course of the semester. Quizzes will consist of multiple-choice questions based on the lectures and the readings assigned. The quizzes are intended simply to ascertain whether you have done the readings and followed the lectures, and they should be easy if you've read the assigned material and followed the lectures carefully. Quizzes will be administered in class, and dates for the quizzes are listed on the calendar at the end of the syllabus.

Writing Assignment (25%)

Each student will complete a written assignment based on the reading of *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*, our textbook and other required texts for the course, and our lectures, videos, and discussions. You will write a 5-6 page paper based on specific questions that will be provided in advance. This assignment is due on March 16th 11:59 p.m. (on Carmen).

Take-Home Final Exam (30%)

Final Essay is a take-home exam for which you will write 5-6 double-spaced page essay in Times New Roman 12pt. as a response to the questions that will be sent out a week prior to the essay deadline. In your final essay, you are expected to provide a structured, organized, and engaging analysis of the weekly readings and other class materials assigned for the course in relation the questions given. The essay writing guide (will be available on Carmen) is designed to help you navigate how to organize your essay. Essays should be submitted via Carmen by April, 26 at 11:59 p.m. Apart from content, correct grammar, spelling, and writing style will be used to determine your grade in this exam.

Assigned Readings

Due to the extreme time limitations imposed upon us by the subject matter, we may not be able to cover every detail in the textbook, so it is extremely important for you to keep up with the assigned readings. Weekly reading assignments are listed in the course syllabus. You are expected to have completed each assignment by class time on the day it is listed. There is a large amount of diverse information in this course; you can't hope to master it by cramming at the last minute.

OTHER COURSE POLICIES

Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Integrity Policy

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/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Definition of Plagiarism

Plagiarism is representing the words or ideas of another as one's own. Submitting papers not written by the student is only the most blatant form of plagiarism. Plagiarism also includes, but is not limited to: copying another student's work in exams and papers; inappropriate collaboration with another student; and verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the internet, without appropriate citation.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Classroom Etiquette

During our discussions, please be conscientious to others' feelings and treat other students respectfully. Please arrive on time and do not leave the class session in the middle of a lecture. If you have to leave for whatever reason, please speak to me about it prior to class.

Revisions of the Syllabus

I reserve the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

One Last Note

You are always welcome to talk about the week's readings, assignments, or other matters. If you are struggling with this class, please speak with me. I am here to help you learn. Outside of class time and office hours, the easiest way to reach me is via e-mail.

WEEKLY CLASS SCHEDULE AND READINGS

WEEK I: A FRAMEWORK for THE STUDY of THE HISTORY of ISLAM

Tue. Jan. 12: Introduction

Thu. Jan. 14: Commonality & Diversity: Islam in Today's World [Hillenbrand, 17-22]

Reading: [Carl W. Ernst, "Islam in the Eyes of the West"]

WEEK II: PREHISTORY of ISLAM

Tue. Jan. 19: The World Before Islam [Hillenbrand, 23-29]

Reading: [Hugh Kennedy, "The Matrix of the Muslim World: The Near East in the Seventh Century"]

Reading: [Elias Muhanna, "A New History of Arabia, Written in Stone," *The New Yorker*, 23 May 2018] https://www.newyorker.com/culture/culture-desk/a-new-history-of-arabia-written-in-stone]

Thu. Jan. 21: The Life of Muhammad-I: Muhammad in Mecca [Hillenbrand, 29-33; 37-42]

Reading: [Chase Robinson, "Mohammed, *the Prophet*"]

Listening: [Fred Donner, "Islam's Enigmatic Origins"] https://15minutehistory.org/podcast/episode-51-islams-enigmatic-origins/

WEEK III: THE ORIGINS of ISLAM

Tue. Jan. 26: The Life of Muhammad-II: Muhammad in Medina & the Early Islamic Community [Hillenbrand, 33-37; 42-57]

Reading: [Constitution of Medina]

Thu. Jan. 28: The Nature, Structure, and Major Themes of the Qur'an [Hillenbrand, 58-76]

Reading: [Select chapters from the Qur'an]

Reading: [Jane McAuliffe, "The Persistent Power of the Qur'an"]

WEEK IV: THE QUR'AN

Tue. Feb. 2: Reciting, Researching, and Translating the Qur'an [Hillenbrand, 76-88] [Quiz 1]

Thu. Feb. 4: The First Four Caliphs and Early Islamic Expansion

Reading: [Fred M. Donner, "The Islamic Conquests"]

WEEK V: ISLAM and EMPIRE

Tue. Feb. 9: The Abbasid Caliphate-I: The Rise of Abbasids

Reading: [Chase Robinson, "Abd al-Malik, *engineer of the caliphate*"]

Reading: [Chase Robinson, "Al-Mamun, *caliph-patron*"]

Thu. Feb. 11: The Abbasid Caliphate-II: Political & Religious Fragmentation; Economic Unity & Prosperity

Reading: [Chase Robinson, "Ibn Fadlan, *intrepid envoy*"]

Reading: [Emily Greenhouse, "Treasures in the Wall," *The New Yorker*, 1 March 2013 https://www.newyorker.com/books/page-turner/treasures-in-the-wall]

WEEK VI: EMERGENCE of ISLAMIC IDENTITY

Tue. Feb. 16: Ritual Practice [Hillenbrand, 89-113]

Reading: [Hussein Kesvani, "7 Things I Learned About Myself While Fasting This Ramadan"]

Video: "Inside Mecca" https://www.youtube.com/watch?v=gf8Bk6AwPKw

Thu. Feb. 18: Legal Developments [Hillenbrand, 114-137]
  Reading: [Aron Zysow, "Shari'a"]

WEEK VII: <u>ALTERNATIVE VISIONS of ISLAMIC IDENTITY- I</u>
Tue. Feb. 23: No Class
Thu. Feb. 25: The Question of Caliphal Succession & the Birth of Shiism [Hillenbrand, 138-150] [Quiz 2]
  Reading: [Chase Robinson, "Ali, *cousin, caliph, forefather of Shiism*"]
  Reading: [Chase Robinson, "Aisha, *wife of the Prophet*"]

WEEK VIII: <u>ALTERNATIVE VISIONS of CLASSICAL ISLAMIC IDENTITY- II</u>
Tue. Mar. 2: Theological Underpinnings of Shi'ism [Hillenbrand, 150-168]
Thu. Mar. 4: Sufi Devotion: Origins, Teachings, Practices [Hillenbrand, 189-218]
  Reading: [Chase Robinson, "Rabia al-Adawiyya, *renunciant and saint*"]
  Reading: [Jane Ciabattari, "Why is Rumi the Best-Selling Poet in the US?"]
  http://www.bbc.com/culture/story/20140414-americas-best-selling-poet

WEEK IX: <u>WOMEN AND ISLAM</u>
Tue. Mar. 9: Women and Islam - I [Hillenbrand, 247-261]
  Reading: [Leila Ahmed, "Early Islam and the Position of Women"]
Thu. Mar. 11: Women and Islam - II [Hillenbrand, 261-273]
  Video: "(Un)veiled: Muslim Women Talk about Hijab" (via OSU Library)

WEEK X: <u>CRISIS in ISLAMIC HISTORY</u>
The Writing Assignment is **due** on March 16th 11:59 p.m. (on Carmen).
Tue. Mar. 16: Writing Day: No class, work on your papers
Thu. Mar. 18: Turks, Crusaders, and Mongols
  Reading: [Robert Irwin, "Islam and the Crusades, 1096-1699"]
  Reading: [Chase Robinson, "Saladin, *anti-Crusader hero*"]

WEEK XI: <u>ENCOUNTERS with MODERNITY and ISLAMIC RESPONSES-I</u>
Tue. Mar. 23: Islam in the Age of European Expansion, 1500-1800 [Quiz 3]
  Reading: [Chase Robinson, "Mehmed II, *conqueror and renaissance man*"]
  Reading: [Chase Robinson, "Shah Ismail, *esoteric charismatic*"]
Thu. Mar. 25: The Turn of the Nineteenth Century [Hillenbrand, 183-188]
  Reading: [Chase Robinson, "Ibn Taymiyya, *stubborn reactionary*"]

WEEK XII: <u>ENCOUNTERS with MODERNITY and ISLAMIC RESPONSES-II</u>
Tue. Mar. 30: Nineteenth Century Colonialism and Reform
Thu. Apr. 1: No Class

WEEK XIII: <u>MODERN VISIONS of ISLAM-I</u>

Tue. Apr. 6: Turbulent 20th Century-I [Hillenbrand, 219-237]

Reading: [Hasan al-Banna, The founder of the Muslim Brotherhood on politics and religion]

Thu. Apr. 8: Turbulent 20th Century-II [Hillenbrand, 237-246]

Reading: [Patricia Crone, "Jihad: Idea and History"]

WEEK XIV: <u>MODERN VISIONS of ISLAM-II</u>

Tue. Apr. 13: Islam in the 21st Century-I [Hillenbrand, 274-285]

Reading: [Asma Afsaruddin, "How Do We Talk About Islam After *Charlie Hebdo*"]
https://religiondispatches.org/here-we-go-again-what-to-say-about-islam-after-charlie-hebdo/

Thu. Apr. 15: Islam in the 21st Century-II

WEEK XV: <u>ISLAM in the WEST</u>

Tue. Apr. 20: Islam in the West [Quiz 4]

Reading: [Jane I. Smith, "Islam in America"]

Thu. Apr. 22: Review & Wrap-Up

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students.*

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning*.

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

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