CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

<table>
<thead>
<tr>
<th>College</th>
<th>Queens College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</strong></td>
<td>MES 170</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Islam</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>CMAL</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>MES (Middle East Studies)</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Pre-requisites (if none, enter N/A)</strong></td>
<td>none</td>
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<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
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| **Catalogue Description** | An introduction to the scriptures, tenets, practice, and historical development of the religion of Islam and the principal genres of scholarly and religious expression in Islamic societies. Throughout the course, a chronological account will be paired with theme discussions on law, science, philosophy, mysticism, and daily life. The status of Islamic religion in the culture and its influence on the formation and development of various institutions in society will be investigated. In addition, the origins and development of sectarianism and the main religious sects in Islamic societies will be discussed. The changing nature of the relationship between religious tradition, political structures, economy and society from the rise of Islam in the seventh century until the post-colonial period in the twentieth century will be highlighted. |

| **Special Features (e.g., linked courses)** | |
| **Sample Syllabus** | Syllabus must be included with submission, 5 pages max recommended |

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [ ] a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Creative Expression</td>
</tr>
<tr>
<td></td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

## I. Required Core (12 credits)

### A. English Composition: Six credits

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

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

### B. Mathematical and Quantitative Reasoning: Three credits

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

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.
## C. Life and Physical Sciences: Three credits

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

<table>
<thead>
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<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a life or physical science.</td>
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<tr>
<td>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</td>
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<tr>
<td>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</td>
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<tr>
<td>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</td>
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<tr>
<td>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</td>
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</table>

## II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</table>

1. **In preparation for their structured debate, students will gather, interpret, and access information from both scholarly and journalistic sources to provide evidence for their side of oral arguments.** Additionally, **in order to respond to weekly Exit Tickets** as well as essay questions on the midterm and final exams, students will access and interpret various course readings and materials which will include contrasting points of view on issues such as the role of women in Islam, the compatibility of Islamic law with democracy, and the status of religious minorities under Islamic law.

2. **In the midterm and final exams, students will be required to critically evaluate scholarly arguments in order to use it as evidence in their arguments for their own essay responses.** Additionally, for their structured debate, students will access and analyze evidence for a given side on an issue in order to gauge whether or not it is useful for their side of the debate. **Students in the audience of debates will also evaluate the evidence and arguments presented in debates to determine which side’s argument they consider more logical or valid.**

3. **Students will be required to generate logical, analytical written arguments in their essay responses to exam questions as well as for weekly Exit Tickets.** They will use evidence gathered from course readings to support their conclusions. For example, they will be asked to engage with both Huntington and Said’s arguments about whether there is a clash or an encounter of civilizations between Islam and the West and support their personal opinion on the question with evidence from these two scholars’ work as well as critiques of both scholars’ arguments. In the structured debates, students will create well-reasoned arguments to make their case for their side of the debate.

A course in this area **must meet at least three of the additional learning outcomes** in the right column. A student will:

4. **In their Exit Ticket responses, midterm and final exam essays,** **identify and apply the fundamental concepts and methods of a discipline or**
debates, and class discussions, students will be required to demonstrate their knowledge of basic concepts in Islamic culture and Islamic history. This includes knowledge of concepts such as the five pillars, the hadith, basic knowledge of the history, structure, and compilation of the Quran as well as the major themes and content of Meccan suras, the hijra, Islamic law, Sufism, and the history of major sects of Islam. Additionally, student are required to identify the major historical Islamic empires as well as major issues in the Islamic world in the 20th century such as the rise of political Islamist movements and the status of women.

5. In Exit Ticket responses and midterm and final exam essays, students will engage with multiple viewpoints on Islamic history and culture. For example, students will compare and contrast views of Sunni and Shi'i Muslims on the notion of leadership in the Islamic community as well as basic practices and beliefs.

6. In midterm and final exam responses, students will be required to critical analyze the initial development of Islam as a religious movement, its subsequent spread through war and foundation of the major Islamic empires (632-1919 CE), the development of Islamic revivalism in the 18th and 19th centuries as well as the emergence of modern political Islamism, including through specific cases of the Arabian Peninsula and Iran.

7. In the midterm exam, students will be required to demonstrate their knowledge of and analyze Islam as a religious movement from its inception in the Arabian Peninsula in the 7th century to its transformative impact on various societies across North Africa and West and Central Asia through the major Islamic empires from 632 C.E. through the end of Ottoman empire. Additionally, in the final exam, students will analyze the impact of 18th century Islamic revivalism on Islamist political movements in the 20th -21st century as well as the historical presence and status of Muslims in US society.

8. Through the midterm examination as well as structured debates, students will analyze and discuss the role of gender as well as race and ethnicity in Islam (for example, the rights granted to women with the foundation of Islam versus debates about women's rights in Islamic societies today).

9. • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

• Analyze the historical development of one or more non-U.S. societies.

• Analyze the significance of one or more major movements that have shaped the world's societies.

• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
### B. U.S. Experience in its Diversity

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### C. Creative Expression

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.
### D. Individual and Society

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

### E. Scientific World

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.