Request Form for General Education Certification:

Humanities Requirement: (Please include a syllabus)

Faculty Member(s): Jessica Streit
Course Number: ARTH 230
Course Name: Islamic Art and Architecture
This Course is currently Listed in the Undergraduate Catalog  Yes___  No x
(If your answer is “No”, please explain the status with the curriculum committee) Course is currently under review

Department of faculty member(s):  Art and Architectural History

Course Description:

This course introduces students to Islamic art and architecture produced between the early 7th century and the end of the 15th century. Spanning geographically from the Western Mediterranean to Western Asia, it emphasizes religious architecture, while also considering secular structures and material culture.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   This course focuses on works of Islamic art and architecture, with the principle goal of situating them in their historical, social, political and religious context.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   This course evaluates the ways that religious, social or political ideas are represented visually in Islamic art and architecture.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

   The works of art that we will consider constitute relevant primary source materials as understood by the discipline of Art History.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).
Five short writing assignments are required for the successful completion of this course, and all exams feature both short and long essay components.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome.

The final exam for this course will require students to write a comprehensive comparative essay in response to the following prompt:

Our theme for the final half of this course has been the way that Islamic dynasties have used art and architecture in order to declare and communicate religious orthodoxy. In your essay, identify and discuss 3 works of art/architecture that represent this theme. You may choose any three examples that you wish, but they must come from three different dynastic periods and cannot appear on any other part of the exam. Remember to address the similarities and differences of the works and explain them in relation to their respective periods and cultures.

Insofar as they will interpret visual aspects of works of art (primary sources) as representations of ideas (religious orthodoxy) in a written essay, this course fulfills both GenEd requirements for the Humanities.

**Student Learning Outcome 1**: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence**: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard**: At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO**

<table>
<thead>
<tr>
<th>ANALYSIS OF IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2**: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence**: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard**: 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>USE OF PRIMARY SOURCES/DISCIPLINARY METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
</tbody>
</table>
III. SYLLABUS REQUIREMENT

Syllabi should include the following:
"General Education Student Learning Outcomes" section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.
Example:

General Education Student Learning Outcomes

• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. [Do not include “or alternatives that require equally coherent and sustained analysis” if you chose a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.]

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS...it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

Homework and Discussion 10%
Quizzes 10%
Short Essays (3, 2-3 pgs. each, in-class and take home) 15%
Midterm Exam 20%
Comparative Analysis Paper (6-8 pgs.) 20%
Final Exam 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]  Date: Dec. 1, 2015

2. Signature of Academic Dean:

   [Signature]  Date: 12/3/15

3. Signature of Provost:

   [Signature]  Date: 1/12/16  Ref for Committee to review

4. Signature of Committee on General Education Chair:

   [Signature]  Date: [Handwritten date]

5. Signature of Faculty Senate Secretary:

   [Signature]  Date: [Handwritten date]

Date Approved by Faculty Senate: ____________________
Islamic Art and Architecture—Number—ARTH 230—Section

Crosslistings

Location and Time

Prof. Jessica Streit
Email: streitj@cofc.edu
Office: Simons Center for the Arts 304
Office Hours:

Goals of the Course

This course introduces students to Islamic art and architecture produced between the rise of Islam (early 7th century) and the end of the 15th century, and its goal is to help students understand the material in its social, political and historical context. Spanning geographically from the Western Mediterranean to Western Asia, we will focus principally on religious architecture, but we will also consider secular structures and material culture. Students will use textbook readings accompanied by class discussion in order to engage with the course material. Evaluations will be based on five short writing assignments and two noncumulative exams.

Gen Ed

This course satisfies Humanities general education requirements. During this course, students will complete the following learning outcomes:

1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the final examination. Assessment will be applied to a slide comparison that will be part of the final exam. As noted below, the final exam is worth 35% of the course grade.

Texts and Other Materials

Textbook


Other Resources

We will use a second textbook (Blair, Sheila, Jonathan Bloom, and Richard Ettinghausen. The Art and Architecture of Islam 1250-1800. New Haven, CT: Yale University Press, 1994) for the last four weeks of the course. Purchasing it is optional (reading it is not), and I have placed a copy on reserve at Addlestone Library.
OAKS

I will use OAKS for administration of short writing assignments (through Dropbox). It will also serve as a depository for course materials like syllabi, assignments, powerpoints shown in class, study guides, slide lists, etc.

Instructor Consultation, Technology and Classroom Conduct

Students are responsible for learning both the material in the textbook and the material that we discuss in class. If you have a question about either, do not hesitate to ask during class. Alternatively, you can speak with me privately before class, after class, during office hours, or via email. I will make every effort to respond to email within 24 hours. If you send an email on a weekend your response may not come until Monday (or, in the case of a break, until the first day of classes after the break). Email is a great way to reach me, but keep in mind that it doesn’t assure you an instant response.

Believe it or not, many studies have shown that classroom laptop use is more detrimental than beneficial (http://web.stanford.edu/class/linguist156/laptops.pdf cites a few of them). Because of this, and because this is a class that deals with visual material in a darkened room, note-taking on backlit electronic devices (ie. laptops, tablets, phones) is not allowed. As for cell phones, I’m just as chained to mine as you are to yours, but during class I don’t want to hear them (including vibrating), see them, or notice your thumbs twitching as you text someone.

Finally, please abstain from leaving and/or re-entering the classroom during class unless absolutely necessary. When I have or another of your classmates has the speaking floor, I ask that you refrain from interrupting and carrying on side conversations or discussions.

Student Responsibilities

Attendance

Attendance in all lectures is required of all students, and I will take attendance every day. Students are allowed up to 4 absences for any reason, and if you miss class, you are responsible for gathering missed lecture material and/or announcements, etc., from your classmates or from OAKS. In this class there is no such thing as an “excused” absence, unless there are some truly serious—and, most importantly, documented—circumstances, in which case I will usually suggest an Incomplete. I do not drop for nonattendance, but if a student incurs more than 4 absences, he or she will receive a “WA” as a final grade, which is equivalent to an “F.”

Reading

Students will get the most from lectures if they come to class prepared: having done the readings ahead of time. Keep in mind that because we are covering a huge geographical and temporal range, this class moves at a very fast pace!
Short Writing Assignments

There will be five short writing assignments spread over the course of the semester. These assignments will always be due via dropbox on OAKS by 11:59 PM on the due date that they are listed in the syllabus. Please note that they will be submitted to plagiarism-detection software before being graded.

If your work is late, please turn it in to the appropriate dropbox folder on OAKS within 48 hours of the deadline. If turned in within 24 hours of the deadline, late SWAs will receive a penalty of 1/3 of a letter grade (ie. a B- becomes a C+). Between 24-48 hours of the deadline, I will apply a 25% late penalty. No late SWAs will be accepted after 48 hours of the deadline have passed.

Exams

There will be two non-cumulative slide exams, which will involve identification (identifying images, defining terms, labelling parts of architectural structures, etc.), short answer, and comparative essay components. Only images appearing on the slide list for a given exam (found on OAKS) will be given for students to identify or discuss as a part of a short answer or essay question. Each exam offers up to 5 points extra credit (counted toward the exam) in the form of a “connoisseurship” question, asking you to use your knowledge to identify and explain a work of art that we haven’t seen in class.

The dates for these exams are listed in the schedule. You must contact me within 24 hours of the time of a scheduled test if you miss it because of an emergency, or at least 72 hours prior to a test time if you anticipate missing a test. I will only give make-up tests when provided with an Absence Memo, which requires documentation. Bring the documentation to the Absence Memo Office located at 67 George Street (between Stern Center and Glebe Street), and a representative from the Absence Memo Office will notify me of your excused absence. You may then come to me to arrange your make-up exam. Any unexcused (ie. Memo-less) test absence will result in a 0 for the test.

Evaluation and Grading

A weighted percentage system will be used to determine grades, which breaks down as follows:

- 15%: Attendance and Participation
- 25%: Midterm Exam
- 35%: Final Exam
- 25%: Writing Assignments

Each of your exams will be worth roughly 130 points, depending on how much information is available for the slide identifications. Writing assignments are worth 25 points each for a total of 125 points.
The following definitions of achievement are used to assign grades:

A Outstanding work, far above the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
B Work that is significantly above the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
C Work that meets the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
D Work deserving of credit, even though it does not meet the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
F Work that falls substantially below the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam

The following percentages are used in order to assign letter grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100% A</td>
<td>87-89% B+</td>
</tr>
<tr>
<td>90-93% A-</td>
<td>77-79% C+</td>
</tr>
<tr>
<td>80-83% B-</td>
<td>67-69% D+</td>
</tr>
<tr>
<td></td>
<td>0-59% F</td>
</tr>
</tbody>
</table>

Midterm grades will be based on all writing assignments and exams completed before DATE.

Other Important Information

Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.phpPlagiarism is defined as a studying copying material from a printed or electronic source without sufficient citation, or
copying material from another student. The College of Charleston has an Honor Code that prohibits cheating, plagiarizing, and all other forms of academic dishonesty. (Please see http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php) The minimum penalty for any act of academic dishonesty will be a 0 on the given assignment/exam.

Disability Services

Any student with a documented disability should contact the Center for Disability Services (http://disabilityservices.cofc.edu/) at 843-953-1431, Lightsey Center (Suite 104) to arrange for appropriate accommodations. If you have already met with this office and have approved accommodations, please provide me with your Professor Notification Letter (PNL). I would like to speak with you about your specific needs as soon as possible – we can meet either after class or, if you would like privacy, during my office hours.
COURSE CALENDAR

I reserve the right to change this syllabus—including lecture schedule, readings and assigned work/exams—as necessary! I will always announce changes in class, via email and on OAKS.

FIRST DAY: INTRODUCTIONS AND SYLLABUS

UNIT 1: INTRODUCTION TO ISLAM & THE FIELD OF ISLAMIC ART
- Be sure to read and understand the syllabus
- Jessica Streit, “A Brief Summary of Rise of Islam and the Field of Islamic Art.” Available on OAKS.

UNIT 2: THE UMAYYADS, I
- Due DATE: Short Writing Assignment I, Formal Analysis

UNIT 3: THE UMAYYADS, II

UNIT 4: THE ABBASIDS
- Due DATE: Short Writing Assignment II, Comparative Analysis

UNIT 5: UMAYYAD AND TAIFA AL-ANDALUS
- Ettinghausen, Grabar and Jenkins, Chapter Three

UNIT 6: SHIISM, I, EARLY ISLAMIC IRAN AND CENTRAL ASIA

IN-CLASS MIDTERM EXAM ON DATE

UNIT 7: SHIISM II, THE FATIMIDS
- Ettinghausen, Grabar and Jenkins, Chapter Six: Part I, 187-214
- Due DATE: Short Writing Assignment III, Blog Post

UNIT 8: THE SALJUQS, AYYUBIDS AND THE SUNNI REVIVAL
- Ettinghausen, Grabar and Jenkins, Chapter Six: Part II, 215-265

UNIT 9: THE ALMORAVIDS AND ALMOWHADS
- Ettinghausen, Grabar and Jenkins, Chapter Seven
**Please note that from here on out, your textbook reading can be found on reserve!**

Unit 10: The Mamluks
- Blair, Bloom and Ettinghausen, Chapters Six, Seven and Eight (Up to the Late Period for Ch. 8; these are short chapters)
- **Due DATE:** Short Writing Assignment IV, Museum Label

Unit 11: The Ilkhanids
- Blair, Bloom and Ettinghausen, Chapters Two and Three (Again, these are short chapters)

Unit 12: The Timurids
- Blair, Bloom and Ettinghausen, Chapter Four; Chapter Five (Early Period only for Ch. 5)

Unit 13: The Nasrids
- Blair, Bloom and Ettinghausen, Chapter Nine (Skip the Hafsids)
- **Due DATE:** Short Writing Assignment V, Exhibit Review

**Final Exam to be held in LOCATION, from TIME to TIME, on DATE**