General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
REL	396	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Islam and Politics

Course Catalog Description

Examines Islamic political ideas with respect to texts, history, society and movements from Muhammad to the present day.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 45 hours; Credit is allowed for only HST 396 or REL 396 (REL 460) OR Visiting University Student

Is this a crosslisted course?	List all crosslisted courses by subject code and number.
Yes	

Is this course offered by (shared with) another academic unit?

No

Shared or Crosslisted Departments/Schools

School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Statement of Support #1	Statement of Support #2	Statement of Support #3
No Response	No Response	No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

REL:HST 396 Syllabus.pdf

Governance and Civic Engagement (CIVI)
Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:
1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 1

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

CIVI Learning Outcome 1 (Group 1): Analyze the context and consequences of one or more collective decision-making theories or practices.

1. The midterm paper requires students to analyze the events that led to the election of the first caliph in the Muslim community during the seventh century. Students are required to read a primary source detailing the various individuals and debates involved in this election. Students also discuss what entails a consensus in seventh-century Arabia. They are encouraged to compare this election with their own understanding of consensus-building and elections in the modern world.
1.a. Prompt:

Source: Al-Tabari's Account of the Saqifa Debate
Brief introduction: This is the account of the events that happened after Muhammad's death, eventually leading to Abu Bakr's election as first caliph. It is taken from the 9th-century Sunni historian al-Tabari's (839–923) monumental historical work written in Arabic titled The History of Prophets and Kings (38 volumes long in English translation).
Essay question: Based on a close reading of al-Tabari's account of the events, discuss the political ideas and practices surrounding the election of leaders and how consensus was achieved in seventh-century Arabia. Also feel free to discuss briefly how these ideas and practices compare with your own understanding of how elections are conducted in today's world.

1. The discussion board for Week 8 asks students to use a translated primary source from the eleventh century to map out the positions put forward by different thinkers on the subject of election. Students are also encouraged to compare these perspectives with their own understanding of what an election entails today.

1.a. Prompt:

Your answer to the prompt below should be <u>at least</u> 150 words. Make sure to draw on and refer to specific examples from the reading to support your points and arguments. When drawing from the reading, whether in the form of a direct quotation or in paraphrased form, you need to indicate the author and page numbers in parentheses, e.g. (Mawardi, p. 26). Answers that are overly short and shoddily written without reference to the text will not be awarded a high score.

The Ordinances of Government (al-Ahkam al-Sultaniyya) was written by the 11th-century Muslim jurist al-Mawardi (972-1058). It is the first Sunni treatise on government to be written using the language of fiqh (Islamic jurisprudence), so you will notice the use of highly "contractual" language (e.g., the office of the caliphate envisioned as a "contract" between the caliph and the Muslim community at large) in the chapter assigned to you. In terms of content, it details various branches of government in Muslim society, including the caliphate (here called the "imamate" or "supreme leadership"), governors, viziers, prayer leaders, tax collectors, etc. The first chapter of the book is on the caliph (here referred to as the "imam" or the "sovereign") and it provides arguments for its necessity, qualifications, and how a caliph is to be appointed.

Pay close attention to how al-Mawardi discusses the appointment of the caliph. What are the various views present in the medieval Islamic world concerning the <u>election</u> of a caliph? You should identify al-Mawardi's position, but you should also <u>map out other positions on election</u> which he lists as well (some of which he refutes). For these other positions, take note of sentences that begin with "Some have argued that...", "Another group have argued that...", "Scholars of [a certain city] have argued...", etc. Next, briefly compare these ideas of election with your own understanding of an election today.

CIVI Learning Outcome 2 (Group 1): Define an element of the common good and propose a way to pursue it within a specific contemporary context.

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1. For the Week 15 discussion board post, students read excerpts from a book by the Muslim feminist scholar Fatema Mernissi to understand how women's rights play a role in Muslim conceptions of the common good.

1.a. Prompt:

Your answer to the prompt below should be at least 150 words. Make sure to draw on and refer to specific examples from the reading to support your points and arguments. When drawing from the reading, whether in the form of a direct quotation or in paraphrased form, you need to indicate the author and page numbers in parentheses, e.g. (Mernissi, p. 10). Answers that are overly short and shoddily written without reference to the text will not be awarded a high score.

Fatima Mernissi (1940–2015) was a Moroccan Muslim intellectual. Her book, The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam, is a classic in Muslim feminist writing. Based on the assigned chapters of the book, what are her views on women's rights during the

time of the Prophet Muhammad? What arguments does she make for the importance of women's rights to the advancement of Muslim communities in modern times?

CIVI Learning Outcome 3 (Group 1): Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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1. For the final project, students are given the option to write a research paper or produce a podcast entry or video presentation. Regardless of format, their projects need to have a thesis argument marked in bold in the research paper or in the script of their podcast entry or video presentation. Students will also be graded on how well they use their chosen primary source(s) and academic books and/or articles to support their argument.
1.a. Below are the instructions for the final project, including the grading rubric:

Please make sure your final project adheres to the following requirements:

Research paper:
1. 10–12 pages (excluding list of works consulted)
2. Microsoft Word format
3. Double-spaced, 1-inch margins (top, bottom, left, and right), Times New Roman, size 12
4. At least 10 footnotes/citations using Chicago style
5. At least 5 works should be consulted, 3 of which should be academic books and/or articles
6. Should be based on at least 1 primary source
7. Please attach your bibliography to the end of your paper

Podcast entry or video presentation:
1. 10 to 15 minutes
2. Submission should include your script for the podcast/video
3. Your script (in Word format) should be approximately 2000 words with footnoted citations of your sources (in Chicago Style)
4. At least 5 works should be consulted, 3 of which should be academic books and/or articles
5. Should be based on at least 1 primary source
6. Please attach your bibliography to the end of your script

Grading Rubric:
1. Thesis statement of your argument: 10%
2. Completeness: 10%
3. Use of Evidence (from primary source and academic books/articles): 20%
4. Analysis: 20%
5. Organization & Flow: 20%
6. Formatting: 10%
7. Language Mechanics: 10%
8. Total: 100%

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

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1. Understand the social, political, and intellectual forces shaping Islamic political thought in different time periods. [CIVI LO1; Group 1]

2.   Reflect on issues related to Islam and politics in today's world. [CIVI LO 2; Group 1]

3.   Closely read and analyze different genres of writing in the Islamic intellectual tradition. [CIVI LO3; Group 1]

4.   Craft sophisticated historical questions and arguments based on analysis of primary and secondary sources. [CIVI LO3; Group 1]

5.   Write a research paper in stages. [CIVI LO3; Group 1]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Han Hsien Liew - August 27, 2024 at 5:30 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 28, 2024 at 10:19 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 29, 2024 at 5:33 PM (America/Phoenix)

Proposal to add syllabus data is currently at the dean's designee level.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 3, 2024 at 2:38 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 9, 2024 at 3:47 PM (America/Phoenix)

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Tamara Rounds

Michelle Saint

Megan Foutz - September 27, 2024 at 1:13 PM (America/Phoenix)

> Please revise and resubmit. The CIVI subcommittee would like more information and examples of how this course meets the LO2.

Julia Thompson

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Han Hsien Liew

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel