

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number HIST 314

Course Title The Crusades

* This is a new course. A FORM C is being filed concurrently.

☐ This is an existing course not currently satisfying an UDGE requirement, which is not being changed.

☐ This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.

☐ This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.

2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

 yes X no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

 X yes no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Studying the Crusades offers students the opportunity to familiarize themselves with one of the most important events in European history—one that continues to impact mentalities and emotions in the modern world. Since the Crusades provided a model and justification for European colonization that set the stage for later encounters in Asia, Africa, and the Americas, students from all majors, not just history, have an opportunity to study in depth the consequences and implications of large-scale cross-cultural encounters. The clash of different religions, ethnicities, and cultures in the Levant set off a wave of contact and exchange between the people of western Europe and their neighbors to the east. Crusaders brought back with them new technologies, intellectual advances, and products that revolutionized trade and the European economy. Some scholars have even traced the origins of capitalism to the trade routes created during the Crusades. Students in this course will examine all of these effects via the perspective of Muslims, Greeks, and Jews, in addition to the traditional Christian perspective. Finally, the assignments in this class will focus on building students' skills in critical thinking, reading, writing, listening, and communicating—skills that all students need regardless of their major.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Originator

Program Director

General Education Coordinator

General Education Committee Chair

Signatures

4/18/17

Date

4/18/17

Date

Date

Date

Tracker _____
GE-PS _____
RP _____



4. Aside from introducing students to the foundations of the Crusading movement, the objective of the course is to teach them critical thinking, reading, writing, listening, and communicating skills. These are skills that will benefit and serve all students, regardless of their major. Students are expected to write three writing assignments of 4 pages each. One of the assignments will be a secondary source analysis, one of them will be a primary source analysis, and the third will be a historiography paper. These three writing assignments introduce students to the basic requirements of historical methods. It will also help them put together a major research paper in their future academic careers.

5. a) Spirituality: The course examines religious justifications for war, and by doing so, the relationship between religion/spirituality and politics. It also compares and contrasts different religious perspectives and cosmologies, as well as mutual influences between competing religious doctrines.

b) Arts: Works of art represent some of the primary-source materials that students will analyze in this course. These include images, literature, and architecture created by crusaders as well as their Islamic counterparts. By studying these works of art, students will gain an appreciation on the mutual influences these different and often times warring cultures had on each other.

c) Intellectual thought: One of the consequences of the Crusades was the introduction into Europe of advanced philosophical and mathematical texts from Islamic authors. As a result of the Crusades, Europeans rediscovered Aristotelian philosophy, which had significant implications in Europe, including the rise of Scholasticism and universities.

6. The effects of the crusades still reverberate today. They continue to color relations between western (nominally Christian) nation states and the Islamic world. Furthermore, the memory of the crusades continues to impact the relationship between eastern (Orthodox) and western Christianity. The course will debate historical memory of the Crusades in both Christian and Islamic societies. By doing so, it will address the use and exploitation of Crusading ideologies to foster a clash of civilizations by religious and ideological extremists.

7. This course will cover broad geographic, political, and cultural themes. I will focus primarily on the Levant as a site of encounter between the Christian west and the Islamic east. By doing so, I will emphasize the economic and social interaction between both groups, as well as between them and other local communities (i.e.: Greeks and Jews). After all, Christian and Islamic political alliances formed against rival Christian-Muslim affiliates. Studying the crusades will therefore introduce students to the circulation of ideas, technologies, trade, and art forms that forged links between the “eastern” and “western” worlds of the Mediterranean.

8. I assign practice-writing assignments to evaluate students’ writing and thinking abilities early on in the semester with a non-graded assignment. That allows me to assess their writing, thinking, and organizational skills. In turn, I work with them to develop

and improve these skills. At the end of the class, I assess their progress by comparing their early drafts with the polished end products. At times, the students' progress can be dramatic, which is especially fulfilling, because these are skills that students will need to succeed at CSUSM and in their eventual careers. Midterm and final exams also allow me to evaluate and assess student's understanding of the material covered in the class.