



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	<u>141</u>
College:	<u>Arts and Humanities</u>	<input type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	<u>Art</u>	<input type="checkbox"/>	Graduate	Academic Year	<u>05-06</u>
Program:			CIP #	(For Office Use Only)	
Type of Change	<u>COURSE PROPOSALS</u>			Course Designator and Number	Number of Credits
Proposed:	<u>New Course</u>			<u>ART 467/567</u>	<u>3</u>
Title Current:				(if applicable)	
Title Proposed:	<u>Art of the Islamic World</u>				
24-Char. Abbrev:	<u>Art of the Islamic World</u>				

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Historical survey of art and architectural developments from Islam's origins through the twentieth century. Course focuses on contextualizing monuments, paintings, and other arts from various regions around the world.

Rationale or Justification for change:

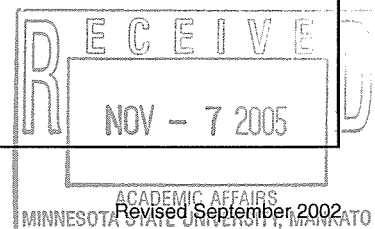
The new course fills a need within the Art History BA program.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
<u>8</u>	<u>Global Perspective</u>	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
<u>N/A</u>		<input checked="" type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<u>N/A</u>		
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p>		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes associated with each GE competency or CD designation.		
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

For New Courses

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies 8)
 Not Recommended (Category/ies _____)

[Signature] 10/12/05
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies 8)
 Not Recommended (Category/ies _____)

[Signature] 11/4/05
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies 8)
 Not Recommended (Category/ies _____)

[Signature] 11/07/05
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] _____
 General Education Subcommittee Chair Date

Comments: *Graduate Courses are not in GEN Ed.*

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12/10/05
 UCAP Faculty Chair Date

Comments: *new course*

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12/21/05
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 12/21/05
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

ATTACHMENTS CONCERNING ART 467/567

a) Syllabus attached

b) Learning Outcomes

- Students will be able to comprehend and recall selected objects and monuments within the area of Islamic art history according to their appropriate style, iconography, and medium.
- Through the research paper, the written parts of the exams, and by engaging in discussion, the students will be able to hone their written and verbal skills, while at the same time conveying an understanding of iconographic developments and methods of interpreting Islamic art and architecture.
- By discussing and researching art historical problems as they relate to Islamic art, students will gain a global and historical perspective.
- This course helps prepare students for a career or further education in the liberal arts by having them write a research paper that includes bibliographic and visual documentation.

c) The course can be taught with present resources.

d) No new staffing will be necessary.

e) Graduate students will write a longer, more in-depth research paper.

ART OF THE ISLAMIC WORLD

Minnesota State University, Mankato

Alisa Eimen, Instructor



"Death of Merdas" (16th century),
Detail from *Shah Tahmasp's Shahnameh*

Brief Course Description (For Bulletin)

Historical survey of art and architectural developments from Islam's origins through the twentieth century. Course focuses on contextualizing monuments, painting, and other arts from various regions around the world.

Pre: ART 260, 261 or consent

Scope of the Course

This is a broad survey course designed as an introduction to the arts and architecture of the Islamic world from the seventh century through today. The material and geographical expanse is as vast as the centuries we will cover, making a comprehensive study of the material impossible. Thus, our emphasis will be on principal dynasties and their arts production in the Middle East and India, Egypt and North Africa, Spain, and, in the late twentieth century, the United States. Throughout the course of our travels, we will study a variety of media (architecture, ceramics, metalwork, painting, textiles, and film and video), analyzing underlying aesthetic principles, cultural references, values, and goals that shape artistic production.

Goals & Objectives

1. Attain proficiency in Islamic art history, identifying selected objects and monuments according to their appropriate style, region, and significance.
2. Hone verbal and written skills through engagement with issues of style, iconographic developments, social context, and interdisciplinary study of Islamic art and architecture.
3. Define, analyze, and research an art historical problem.
4. Write a research paper or term project that includes bibliographic and visual documentation that is appropriate to the discipline of art history.

Contact Information

Email alisa.eimen@mnsu.edu
Office/Phone N139a (Nelson Hall) / 389.2886

Lectures & Reading Assignments

- Unit 1 Islam's Foundations, Expansion, and Caliphal Struggles**
Reading: Blair & Bloom (1997), *Islamic Arts*, pp. 5-127; John Esposito (1988), *Islam: The Straight Path*, pp. 3-68.
- Week 1 Introduction to Islam
 The Umayyad Dynasty: the Beginnings of Islamic Art and Architecture
- Week 2 Art and Administration under the Abbasids: A Cultural Renaissance
- Unit 1 (cont'd) Reading:** Blair & Bloom, pp. 129-283; Esposito, pp. 69-113.
- Week 3 **PAPER TOPIC DUE**
 Islam's Western Expansion: Umayyad Spain and North Africa
 And More Expansion: the Fatimids of Egypt and Early Iran
- Week 4 Art and Architecture under the Saljuqs: Iran, Turkey, and India
- Week 5 Arts and Orthodoxy: the Mamluks
 Ilkhans in Iran and Nasirid Spain
EXAM 1
- Unit 2 Era of Empire**
Reading: Blair & Bloom, *Islamic Arts*, Chapters 9-12 (pp. 285-413).
- Week 6 The Ottomans of Turkey
- Week 7 The Safavids of Iran
- Week 8 India's Mughal Dynasty
- Week 9 **EXAM 2**
- Unit 3 Colonialism, Representation, and Modernity**
Reading: Esposito, pp. 114-155, plus additional readings assigned below for specific lectures; these must be read *in advance*.

- Week 10 Colonialism and the Production of Orientalism
Reading: Edward Said (1978), "Introduction," *Orientalism*; Timothy Mitchell (1992), "Orientalism and the Exhibitionary Order."
- Week 11 Notions of Tradition, Modernity, and the Nation
Reading: Hasan-Uddin Khan (1994), "An Overview of Contemporary Mosques."
- Week 12 An Overview of Modern Art Movements in the Islamic World
Reading: none (final paper due in two weeks)
- Week 13 Shifting Identities, Feminism, and Transnationalism
Viewing: *Measures of Distance* (Mona Hatoum, 1988); clips from *Divorce Iranian Style* (Ziba Mir-Hosseini and Kim Longinotto, 2001).
Reading: Ziba Mir-Hosseini (2002), "Negotiating the Politics of Gender in Iran: An Ethnography of a Documentary."
- Week 14 **FINAL PAPER DUE**
 Case Studies in Contemporary Art and Architecture
Required: Visit Aga Khan Foundation's Web site for architecture and view pages on the architecture award, including the 2004 cycle <www.akdn.org>
- Week 15 Lecture and Discussion: International vs Islamic Art in the 21st Century
Viewing: *Meenaxi—Tale of 3 Cities* (M.F. Hussain, 2004)
- FINAL EXAM**

Course Structure & Requirements

There will be two exams (10% each), one long paper (30%), & a final exam (25%). In addition, 25% of your grade will be based on class participation and daily attendance.

Texts:

Required Textbooks. This text is available at the University Bookstore.

Blair, Sheila & Jonathan Bloom (1997), *Islamic Arts*, London: Phaidon Press.

Esposito, John (1988), *Islam: The Straight Path*, Oxford: Oxford University Press.

Required Reserve Readings. These are on reserve in the periodical room in the basement of Wilson Library. Check the reserve desk's hours of operation.

Khan, Hasan-Uddin (1994), "An Overview of Contemporary Mosques," in *The Mosque*, 247-67.

Mir-Hosseini, Ziba (2002), "Negotiating the Politics of Gender in Iran: An Ethnography of a Documentary," in *The New Iranian Cinema: Politics, Representation, and Identity*, ed. Richard Tapper, London: IB Taurus, 167-199.

Mitchell, Timothy (1992), "Orientalism and the Exhibitionary Order," in *Colonialism and Culture*, ed. Nicholas Dirks, Ann Arbor: University of Michigan Press, 289-314.

Said, Edward (1978), "Introduction," *Orientalism*, New York: Vintage Books, 1-15

Class Attendance:

Due to the nature of the topic and course structure, attendance is mandatory and will be figured into your final grade. While there are course readings, which parallel the lectures, I will be presenting differing perspectives and new material in each class meeting. The texts are an integral aspect of the course, but as you will see, the readings will support the lectures rather than drive them.

Research Paper:

Paper Topic Due: Week 3

Due: Week 14

You are required to write a 7-page paper on the topic of your choice (graduate students will write ten). Your paper should be typed, double spaced, corrected for grammar, punctuation and spelling, and printed in 11- or 12-point type with 1-inch margins. While this paper will require some outside research (minimum of five sources, including at least one scholarly article), the emphasis is not on the quantity of research, but rather the *quality* of your argument and analysis.

Choose a topic that interests you and that can be developed in seven pages. The topic may be an object, a building (including a regional mosque), or an issue that relates to Islamic art (i.e. Orientalism, gender, internationalism, etc.). In week 3, you will need to submit to me your proposed paper topic for approval, thus it is in your interest to begin thinking about this immediately. I recommend that you browse the books on reserve for ideas.

When writing your paper, ask yourself questions such as, why was the object made the way it was? What purpose did its design and function serve? How do details of design relate to the object's function? What relationship does the artwork have to Islam? Remember, I am not looking for the history of an object or an account of how it was made, but rather an *analysis* of an object or an issue.

Exams:

There will be two exams that will test both your ability to recognize important works of art and to state something meaningful about them. The exam's format will include slide identifications, short essay questions, and a map component. You will be shown a series of slides that you will need to identify (name, period/region, date). In addition, you will be asked to write a brief statement regarding the works' significance. I will give you more information regarding the exam during the class meetings leading up to it.

The final exam will be comprised of two parts. The first will be similar to the previous two exams. The second part of the final will consist of a longer essay, comprehensive in scope, asking you to think critically about the material covered throughout the course and its relation to our discussions of the 19th and 20th centuries. During the course of Unit 3, we will be addressing the ways in which the past informs modern and contemporary developments in art; by the time of the final you will be amply prepared to write a thoughtful essay on the topic.

Resources:

Reserve Books. In addition to the required readings for this course I have put a few books on reserve for further reading, access to additional images, and your research papers. Some of the most useful include:

- Wijdan Ali, *Contemporary Art from the Islamic World*.
- _____, *Modern Islamic Art*.
- Catherine Asher, *Architecture of Mughal India*.
- Celik, Zeynep, *The Remaking of Istanbul*.
- _____, *Urban Forms and Colonial Confrontations: Algiers under French Rule*.
- *Contemporary Iranian Art*, exhibition catalogue.
- Jonathan Bloom & Sheila Blair, *Art and Architecture of Islam, 1250-1850*.
- Richard Ettinghausen, *Arab Painting*.
- Richard Ettinghausen & Oleg Grabar, *The Art & Architecture of Islam, 650-1250*.
- Martin Frishman, *The Mosque*.
- Oleg Grabar, *The Alhambra*.
- _____, *Formation of Islamic Art*.
- _____, *The Great Mosque of Isfahan*.
- Renata Holod, *The Contemporary Mosque*.
- Ira Lapidus, *A History of Islamic Societies*.
- D. Fairchild Ruggles, *Gardens, Landscapes, and Vision in the Palaces of Islamic Spain*.
- James Steele, *Architecture of the Contemporary Mosque*.
- Stuart Cary Welch, *Imperial Mughal Painting*.
- _____, *Persian Painting: Five Royal Safavid Manuscripts*.

A Few Internet sites of interest.

- Islamic Arts and Architecture (IAAO) is a non-profit organization dedicated to providing information on arts and architecture. <http://www.islamicart.com/>
- LA County Museum of Art website conceived as a companion to the Islamic galleries. http://www.lacma.org/islamic_art/intro.htm
- Aga Khan Award for Architecture. http://www.akdn.org/agency/aktc_aka.html
- Islamic Art, Music, And Architecture Around The World. <http://www.uga.edu/islam/IslArt.html>

Grading Standards

- A represents work of definitely *superior* quality
- B represents a *better-than-average* level of performance
- C represents an *average-level* of performance
- D represents below-average performance
- F represents an unacceptable level of performance

Please note that academic dishonesty will not be tolerated. Plagiarism, cheating, and collusion will result in a failing grade and *can* result in expulsion. The following is an excerpt from the Student Handbook:

It is the intent of Minnesota State University, Mankato to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give students a better understanding of behaviors that may constitute academic dishonesty, the following definitions are provided.

Plagiarism - Submission of an academic assignment as one's own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student.

The following examples are all acts of plagiarism:

- submitting the work of others as your own
- submitting others' work as your own with only minor changes
- submitting others' work as your own without adequate footnotes, quotations, and other reference forms
- multiple submission of the same work, written or oral, for more than one course without both instructor's permission, or making minor revisions on work which has received credit and submitting it again as new work.

Cheating -- Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc.

Collusion -- Assistance to another student or among students in committing the act of cheating or plagiarism.

Additional Needs

MSU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (389.2825, TDD 711) and then contact me as soon as possible.

PROPOSING ART 467/567 AS A RELATED
CULTURAL DIVERSITY COURSE AND A
GENERAL EDUCATION CATEGORY 8 COURSE

a) Syllabus attached

b) CULTURAL DIVERSITY RELATED: The course will help students gain a global perspective on topics relating to Islam, which relates to the 3rd learning outcome. Unit 3 of the syllabus, which covers at least 25% of the course, is devoted to contemporary issues of concern for Moslems of various races and gender living in the United States.

GENERAL EDUCATION CATEGORY 8:

This course is associated with the first category 8 learning outcome, for it helps the student to describe and evaluate the various political, social and cultural elements that influence the way Islamic nations relate to each other and to non-Islamic nations.

The course relates to the second learning outcome of category 8, because it will enable students to demonstrate knowledge concerning the socio-political and cultural differences among Islamic nations.

Students will be able to analyze specific international problems such as colonialism, and how they relate to Islam.

Students will gain a historical perspective concerning Islam and will be able to appreciate and

understand the role and problems of being a world citizen.

c) HOW TO ASSESS CULTURAL DIVERSITY RELATED ACHIEVEMENT

The research paper will be used to assess to what degree the students discussed and appreciated the global ramifications of Islam. The exams also will be useful to assess the connections between the past and contemporary Islam within a global perspective.

HOW TO ASSESS GENERAL EDUCATION CATEGORY 8 ACHIEVEMENT

-Exams and class participation will be used to measure to what degree the students understand the lectures and readings concerning the way socio-political and cultural elements influence relations of nations.

-The parts of the exams that focus on specific works of art will be used to assess the degree to which the students can recognize various Islamic cultures and/or periods and their differences.

-The research paper assignment encourages students to write on problems such as Orientalism, gender, and internationalism.

-Especially unit 3 of the course will deal with articles that force the students to consider their role as world citizen, understanding current issues facing Islam and the relationship between "Western" and Islamic nations.

Class participation, exams, and the research paper will be used to assess this learning outcome.

PROPOSING ART 467 AS A RELATED CULTURAL DIVERSITY COURSE AND A GENERAL EDUCATION CATEGORY 8 COURSE

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