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.

College: Arts and Humanities  Department: Art  Program: CIP #

Type of Change: COURSE PROPOSALS

Proposal: New Course

Title Current: Art of the Islamic World

Title Proposed: Art of the Islamic World

24-Char. Abbrev: Art of the Islamic World

Proposal: 14
Effective Date of Change: 06-04-06

Course Designator: ART
Number of Credits: 3

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***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Global Perspective</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

For Writing Intensive Courses, attach a description of the kind and quantity of writing.

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.

***For New Courses***

Instructional Type: Lecture
Grading Format: Grade  P/N

Course will be offered:
Fall Semester
Spring Semester
Summer Session

Other courses are being changed or eliminated. (Explain.)

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 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.

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.
<table>
<thead>
<tr>
<th>Section</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>10/17/95</td>
<td>James</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>11/4/95</td>
<td>Kris</td>
</tr>
<tr>
<td>College Dean</td>
<td>11/7/95</td>
<td>G. Farley</td>
</tr>
<tr>
<td>General Education Subcommittee</td>
<td></td>
<td>Ronald</td>
</tr>
<tr>
<td>Undergraduate Curriculum and Academic Policy Committee</td>
<td>12/10/05</td>
<td>William</td>
</tr>
<tr>
<td>Faculty Association Graduate Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Affairs Council</td>
<td>1/21/05</td>
<td></td>
</tr>
<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
<td>12/21/01</td>
<td></td>
</tr>
</tbody>
</table>
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 and 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 Mordeas" (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  

Week 11  Notions of Tradition, Modernity, and the Nation  

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.  

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.  
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.*
- _____, *Urban Forms and Colonial Confrontations: Algiers under French Rule.*
- *Contemporary Iranian Art,* exhibition catalogue.
- Richard Ettinghausen, *Arab Painting.*
- Oleg Grabar, *The Alhambra.*
- _____, *Formation of Islamic Art.*
- _____, *The Great Mosque of Isfahan.*
- 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

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

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.