

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 14-62
LSC Action-Date: AP 9/11/14	UWUCC Action-Date: AP 10/21/14 Senate Action Date: App 11/4/14

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit <b>History</b>	Phone <b>724-357-2284</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: **HIST 338 The History of Iran**

Proposed course prefix, number and full title, if changing:

**2. Liberal Studies Course Designations, as appropriate**  
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input checked="" type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input checked="" type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

**3. Other Designations, as appropriate**

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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**4. Program Proposals**

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	4/25/14
Department Chairperson(s)	<i>[Signature]</i>	4/25/14
College Curriculum Committee Chair	<i>[Signature]</i>	9/3/14
College Dean	<i>[Signature]</i>	9/8/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	9/29/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>[Signature]</i>	
UWUCC Co-Chairs	<i>[Signature]</i>	10/23/14

<p><b>Received</b> OCT 23 2014 Liberal Studies</p>	<p><b>Received</b> SEP 29 2014 Liberal Studies</p>	<p><b>Received</b> SEP 9 2014 Liberal Studies</p>
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## **Part II.**

### **1. New Syllabus of Record**

#### **Catalog Description**

**HIST 338 The History of Iran**

**3c-0l-3cr**

**Prerequisites:** Sophomore standing and 3cr of college history

Focuses on aspects of Iranian history from the Achaemenid period until the present that are significant for the formation of modern Iranian identity. Uses primary sources, secondary readings, literature, and film to analyze the development of Iranian identity as well as modern perceptions of Iran. Emphasis on ancient Iranian culture and religion, the story of Iranian wars with the Greeks and Romans, how Iran became Muslim, and the development of contemporary Iranian religion and politics.

#### **Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)**

By the end of the course, students will be able to:

##### **Objective 1:**

Explain the major themes in Iranian History.

##### **Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners.

##### **Rationale:**

Assignments will require students to demonstrate their ability to analyze some of the major themes in Iranian history. *As informed learners*, students will demonstrate knowledge and understanding of: the interrelationships within and across cultures and global communities by examining the interaction between different cultural, ethnic, and linguistic groups in the Middle East and Iran and the influence of various ethnic groups, such as the Kurds, Armenians, Azeris, Baluch, and Turkic tribes. *As empowered learners*, students will demonstrate: critical thinking skills including analysis, application, and evaluation as well as reflective thinking and the ability to synthesize information and ideas. They will do this in group activities, presentations, leading and participating in discussion, reflective writing assignments, and exams.

##### **Objective 2:**

Explain some of the major themes in the historiography of Iran.

##### **Expected Student Learning Outcome 2:**

Empowered Learners.

##### **Rationale:**

Assignments will require students to demonstrate some knowledge of the major debates in the historiography of Iran, such as questions about the origins and development of 'Persian'/'Iranian' identity, the transformation of Iran after the

Muslim conquest, Persian influence on Islamic culture, questions of modernization and Westernization in Iran, and the effect of Russian/Soviet, British, and American influence on modern Iranian history. As *empowered learners*, students will demonstrate: critical thinking skills, including analysis, application, and evaluation – reflective thinking and the ability to synthesize information and ideas. Students will be asked to synthesize the historical information learned in class and apply that to what they are learning about current events in Iran. In addition, in the longer writing assignments, students will be asked to reflect on the larger debates in the field of Iranian history.

**Objective 3:**

Analyze primary and secondary sources.

**Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners.

**Rationale:**

Assignments will require students to analyze both primary and secondary sources. Primary sources include texts such as Herodotus' *Histories*, Josephus' *Antiquities of the Jews*, the text of the Cyrus cylinder, the carvings at Naqsh-e Rostam and Bisitun, the tenth century Persian epic, the *Shahnameh*, and the writings of many contemporary Iranian political figures, such as Ayatollah Khomeini, Jalal Al-e Ahmad, 'Ali Shari'ati, and Mir Hossein Mousavi. Secondary sources include contemporary monographs on Iran such as Ervand Abrahamian's *The Coup: 1953, The CIA, and the Roots of Modern US-Iranian Relations* as well as articles and book chapters, such as selections from Afsaneh Najmabadi's *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*, Amelie Kuhrt's "Images of Empire, Visions of Majesty, and the Divine Framework," Beeta Baghoolizadeh's "Reconstructing a Persian Past: Contemporary Uses and Misuses of the Cyrus Cylinder in Iranian Nationalist Discourse," and Peter J. Chelkowski's "Ta'ziyeh: Indigenous Avant-Garde Theatre of Iran."

As *informed learners*, students will demonstrate knowledge and understanding of: the past and present from historical, philosophical, and social perspectives. Students will read both primary sources and literature and compare these sources with the secondary literature read in class. As *empowered learners*, students will demonstrate: critical thinking skills, including analysis, application, and evaluation of different kinds of sources (such as historical monographs, literature, and media sources), as well as reflective thinking and the ability to synthesize information and ideas from different types of sources. They will be expected to demonstrate these skills in their writing assignments and in class discussion.

**Objective 4:**

Analyze some of the complex relationships between dominant and non-dominant groups in Iranian society and attempts to impose a hegemonic Persian culture on Armenian, Azeri, Baluch, Turkic, Assyrian, and Kurdish ethnic minorities. These ethnic minorities, women, and non-elite groups will be examined, as well as the impact of modern European involvement in Iran.

### **Expected Student Learning Outcomes 2 and 3:**

Empowered and Responsible Learners.

#### **Rationale:**

Assignments will require students to demonstrate their ability to analyze these issues and examine the interrelationships between different cultures and religious groups in Iran and how these relationships changed during the era of imperialism. *As empowered learners*, they will demonstrate: information literacy skills including the ability to access, evaluate, interpret, and use information from a variety of sources such as monographs, literature, film, and different types of media available on the internet. *As responsible learners*, especially in our discussions of ethnic and religious minorities, women, and non-elite groups, students will demonstrate an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world in addition to an understanding of themselves and a respect for the identities, histories, and cultures of others.

### **III. Course Outline**

#### **Week One: The Basics of Iranian Geography, Demographics, and Religion – 3 hours**

While Iran is a Middle Eastern country, contemporary Iran is ethnically Persian, linguistically Indo-European, and religiously Shi'i Muslim; these factors divide Iran from the majority of the Islamic world but give Iranians a sense of pride in their distinct identity. In the first week of class, students will explore the complexities of Iranian geography, demography, and religion. Students will also be introduced to the concept of "Orientalism" and discuss its ramifications for the study of Iran and our discussions in class.

- Geography of the Iran
- Major religions and ethnic groups of Iran
- Orientalism

#### **Week Two: Contemporary Iran – 3 hours**

While this course will explore Iranian history chronologically from the 6<sup>th</sup> century BCE through to the present, we will begin with contemporary Iran in order to give students the perspective to understand the significance of ancient and medieval Iranian history for Iranians today. Thus, in this week, will examine the basics of modern Iran from the 1979 Islamic Revolution until the present. Students will discuss the structure of the Iranian government, the major players in contemporary Iranian politics, and the major political/international issues affecting Iran today.

- The Iranian Revolution of 1979
- Consolidation of Islamic rule under Ayatollah Khomeini
- Post-Khomeini Iran
- The Structure of the Iranian Government/Discussion of 'democracy' in Iran

#### **Week Three: Achaemenids and Cyrus the Great – 3 hours**

The Achaemenids under Cyrus the Great are generally acknowledged as the first 'Persian' empire and later Persian dynasties adopted many aspects of their rule. Students will learn about the 6<sup>th</sup> century Middle East: the formation of a Persian/Iranian empire under Cyrus the Great, conflicts with other local powers (such as the Babylonians, Medes, Lydians, and Greeks), and the development of Zoroastrianism as a Persian faith. We will analyze the 'legacy' of Cyrus the Great among the peoples he conquered, Iranians (ancient, medieval, and modern), and the Jewish community.

- Elamites

- 6<sup>th</sup> century Mediterranean and Iran: Babylonians, Medes, Lydians, and Greeks vs. the Persians

- Cyrus the Great: his rise to power, expeditions, relationship with religious minorities (especially the Jews), and his successors

- Birth of the first 'Persian' empire

- Persian kingship under the Achaemenids: religion, the Cyrus cylinder, and architecture

#### **Week Four: Alexander the Great and his Legacy – 3 hours**

While Alexander the Great was a Macedonian king who conquered Iran (and much of the known world in the 4<sup>th</sup> century), Iranian history has adopted him as a Persian king. This week, students will learn about Alexander the Great, his conquests, his adoption of the trappings of Persian kingship, and his legacy in Iranian history.

- Alexander the Great: his rise to power and conquests

- The Diadochi: successors of Alexander the Great and the disintegration of his empire

- The Legacy of Alexander the Great in Jewish history, Hellenistic history, and Persian history

#### **Week Five: The Sassanids– 3 hours**

This week, students will learn about the history of the Sassanids. We will explore the adoption of Zoroastrianism as the official religion of the Sassanid state and the ways in which it affected articulations of Persian kingship and identity.

- Rise of the Sassanids (end of Seleucids and Parthians)

- Sassanid competition with the Byzantine Empire

- Persian kingship and Iranian identity under the Sassanids

#### **Week Six: Medieval Iran – 3 hours**

This week, students will learn about the Arab conquest of Iran, Arab rule in the 7<sup>th</sup>-10<sup>th</sup> centuries, and the ways in which Iranian culture and history blended with Arab society and culture under the Abbasids.

- The Abbasid Revolution and the takeover of Abbasid bureaucracy by Iranians

- The Persianization of Islamic culture

- Firdowsi's *Shahnameh* and how Abbasid Iran looked back on its history

#### **Midterm Exam (take-home)**

**Week Seven: Rise of Turkic and Persian dynasties in Iran- 3 hours**

This week, students will learn about the effects of three major dynasties in Iranian history: first, the Buyids, who were Persians from the mountains of Iran who conquered the Arab Abbasid caliphate in the 10<sup>th</sup> century; second, the Mongols, a Turkic-nomadic group whose conquest savaged the cities of Iran; and third, the Ilkhans, the successors of the Mongols who adopted Perso-Islamic culture. We will discuss the blending of different forms of ethnic and religious identity in Iranian history and culture.

- Buyids: Rise of the Daylamites
- Mongols: conquest of Iran
- Ilkhans: sponsorship of Perso-Islamic culture

**Week Eight: Safavids- 3 hours**

This week, students will learn about the Safavids: the Iranian dynasty that arose out of the post-Mongol Iranian milieu, and their competition with the Ottoman Turks.

- Political chaos: Post-Mongol Iran
- Rise of the Safavids
- Safavid-Ottoman political competition.

**Week Nine: Modern Iran - 3 hours**

After reaching the end of the Safavid period (in 1722), Iran is now firmly in the modern era. Thus, this week we will discuss the modern Iranian state, its development in Iran, and the state's interaction with ethnic minorities and non-state organizations.

- Independent bases of power and political mobilization: tribal leaders, bazaar merchants, wrestling clubs, and religious leaders
- Ethnic minorities in Iran

**Week Ten: Qajars - 3 hours**

The Qajar dynasty reasserted Persian sovereignty in 1794, after more than seventy years of infighting between the Zand dynasty and other Turco-Persian movements in Iran after the collapse of the Safavid state. This week, students will learn about the rise of the Qajar dynasty, the significance of Turkic tribal forces in Iranian history, and Qajar attempts to modernize and fight off European incursions into Iranian territory. Students will also discuss the role of women in the articulation of new forms of Iranian modernity.

- 1722-1794: Post-Safavid Iran - infighting between different Turco-Persian tribal groups
- Rise of the Qajars
- Nasir al-Din Shah and Qajar modernization efforts
- Women in Iran
- Iranian Constitutional Revolution, Tobacco Revolt, and opposition to the sale of concessions to European powers

**Week Eleven: Pahlavis - 3 hours**

This week, students will learn about Reza Shah and the rise of the Pahlavi dynasty in Iran, focusing on Reza Shah's modernization efforts and emphasis on Iran's pre-Islamic history, religion, and culture. We will also discuss US and European relations with Iran in the 20<sup>th</sup> century, including the US-British overthrow of the democratically-elected Prime Minister of Iran (Mohammed Mossadegh) in 1953 and its affects on contemporary Iranian politics.

- Rise of Reza Shah
- Reza Shah's modernization efforts: building the military, secularizing, and rejecting Iran's Islamic past
- Opposition to Reza Shah, especially from women and religious groups
- Iran during WWI and WWII: Russian and British invasion
- Mohammed Reza Shah: his rule and legacy
- Mohammad Mossadegh, the nationalization of Iranian oil, and the US-British coup in Iran

### **Week Twelve: The 1979 Revolution – 3 hours**

This week, students will revisit the Iranian revolution of 1979, discussing how it happened, who was involved, and its immediate effects. Students will analyze the broad coalition of groups that opposed the Shah, women's involvement in the revolution, and the growth of anti-American sentiment due to US support of the Shah's brutal regime. We will explore the ideological origins of the revolution in the writings of Ayatollah Khomeini, Ali Shari'ati, and Jalal Al-e Ahmad, as well as the main political figures of the Iranian revolution.

- Opposition to Mohammed Reza Shah Pahlavi
- Ideological origins of the Revolution: the writings of Ayatollah Khomeini, Ali Shari'ati, and Jalal Al-e Ahmad
- Women in the Revolution
- Iranian Revolution of 1979 and its immediate aftermath

### **Week Thirteen: Post-Revolutionary Iran and the Iran-Iraq War – 3 hours**

This week, students will analyze post-revolutionary Iran, focusing on Ayatollah Khomeini's consolidation of power, the Islamicization of the Iranian state, and the brutal Iran-Iraq War of 1980-1988.

- Khomeini's consolidation of power and the Cultural Revolution
- The Iran-Iraq War and its lasting effects
- Post-Revolutionary Iran's relationship with the world

### **Week Fourteen: Iran Today – 3 hours**

In this final week of class, students will discuss Iran today, internal and external opposition to the Iranian government, women in Iran, and the major figures of contemporary Iranian politics.

- Women in Iran
- President Mahmoud Ahmadinejad
- The Green Movement
- Iran today

## **Final Exam (during exam period) – 2 hours**

### **IV. Evaluation methods**

First Paper: 150 points  
Second Paper: 150 points  
Midterm: 150 points  
Final: 150 points  
Presentation: 200 points  
Discussion: 100 points  
Quizzes: 100 points total

### **Papers**

You will each write papers on two of our non-textbook readings. You may choose to write on whichever readings you choose. Papers will be due one week after we discuss the book.

### **Exams**

There will be two exams: a midterm and a non-cumulative final. The format of the exams will be short answers and essays.

### **Presentation**

Students will be required to give a 5-10 minute presentation once during the semester.

### **Quizzes**

There will be unannounced quizzes on readings.

### **Discussion**

Each of you will be required to choose one week to lead discussion on class readings.

### **V. Grading Scale**

900-1000 points A  
800-899 points B  
700-799 points C  
600-699 points D  
599 or less F

### **VI. Undergraduate Course Attendance Policy**

The IUP Attendance policy, as outlined in the Undergraduate Catalog, will be followed.

### **VII. Required Textbook**

1. Michael Axworthy. *A History of Iran: Empire of the Mind*. Basic Books (2010). ISBN: 046501920X

### **Non-textbook reading**

1. Abolqasem Firdowsi. *The Shahnameh: The Persian Book of Kings*. Translated by Dick Davis. Penguin Classics (2007). ISBN: 0143104934. (Selections in translation).



2. Afsaneh Najmabadi, *Women with Mustaches and Men Without Beards: Gender and Sexual Anxieties of Iranian Modernity*. University of California Press (2005). ISBN: 0520242637
3. Ervand Abrahamian. *The Coup: 1953, The CIA, and the Roots of Modern-U.S. Iranian Relations*. The New Press (2013). ISBN: 1595588264
4. Marjane Satrapi. *The Complete Persepolis*. Pantheon (2007). ISBN: 0375714839

### VIII. Special Resource Requirements

None

### IX. Bibliography

- Abisaab, Rula Jurdi. *Converting Persia: Religion and Power in the Safavid Empire*. New York: IB Tauris, 2004.
- Afary, Janet. *The Iranian Constitutional Revolution, 1906-1911: Grassroots Democracy, Social Democracy, and the Origins of Feminism*. New York: Columbia University Press, 1996.
- Aghaie, Kamran Scot, ed. *The Women of Karbala: Ritual Performance and Symbolic Discourses in Modern Shi'i Islam*. Austin: University of Texas Press, 2005.
- Akhavi, Shahrough. *Religion and Politics in Contemporary Iran: Clergy-State Relations in the Pahlavi Period*. Albany: SUNY Press, 1980.
- Algar, Hamid. *Religion and State in Iran, 1785-1906: The Role of the Ulama in the Qajar Period*. Berkeley: University of California Press, 1969.
- Amanat, Abbas. *Resurrection and Renewal: The Making of the Babi Movement in Iran*. Ithaca: Cornell University Press, 1989.
- Ansari, Sarah and Vanessa Martin, eds. *Women, Religion, and Culture in Iran*. Richmond, Surrey: Curzon Press (2002).
- Arjomand, Said Amir. *The Shadow of God and the Hidden Imam: Religion, Political Order, and Societal Change in Shi'ite Iran from the Beginning to 1890*. Chicago: University of Chicago Press, 1984.
- Babayan, Kathryn. *Mystics, Monarchs and Messiah: Cultural Landscape of Early Modern Iran*. Cambridge, MA: Harvard University Press, 2002.
- Bayat, Mangol. *Mysticism and Dissent: Socioreligious Thought in Qajar Iran*. Syracuse, NY: Syracuse University Press, 1982.
- Beck, Lois. *The Qasqa'i of Iran*. New Haven: Yale University Press, 1986.
- Blake, Stephen P. *Half the World: The Social Architecture of Safavid Isfahan, 1590-1722*. Costa Mesa, CA: Mazda Publishers, 1999.
- Brosius, Maria. *The Persians*. Routledge, 2006.
- Cartledge, Paul. *Alexander the Great*. Vintage: 2005.
- Chaqueri, Cosroe, ed. *Armenians of Iran: The Paradoxical Role of a Minority in a Dominant Culture*. Cambridge, MA: Harvard University Press, 1998.
- Chelkowski, Peter J., ed. *Ta'ziyeh: Ritual and Drama in Iran*. New York: New York University Press, 1979.
- Cole, Juan R. I. and Nikki R. Keddie, eds. *Shi'ism and Social Protest*. New Haven, CT:

- Yale University Press, 1986.
- Curtis, John and St. John Simpson. *The World of Achaemenid Persia*. I.B. Tauris, 2010.
- Daryaee, Touraj, ed. *Cyrus the Great: An Ancient Iranian King*. Afshar Publishing, 2013.
- Daryaee, Touraj. *Sassanian Iran: Portrait of a Late Antique Empire*. Mazda Publishers, 2008.
- Dignas, Beate and Engelbert Winter. *Rome and Persia in Late Antiquity*. Cambridge University Press, 2007.
- Finkel, Irving. *The Cyrus Cylinder: The King of Persia's Proclamation from Ancient Babylon*. IB Tauris, 2013.
- Garthwaite, Gene R. *Khans and shahs: A documentary analysis of the Bakhtiyari in Iran*. Cambridge: Cambridge University Press, 1983.
- Green, Peter. *Alexander of Macedon, 356-323 BC: A Historical Biography*. University of California Press, 1991.
- Keddie, Nikki R. *Qajar Iran and the Rise of Reza Khan, 1796-1925*. Costa Mesa, CA: Mazda Publishers, 1999.
- Lieu, Samuel N.C. *Manichaeism in the Later Roman Empire and Medieval China: A Historical Survey*. Manchester University Press, 1985.
- Martin, Vanessa. *Islam and Modernism: The Persian Revolution of 1906*. London: IB Tauris, 1988.
- Matthee, Rudi. *The Politics of Trade in Safavid Iran: Silk for Silver, 1600-1730*. New York: Cambridge University Press, 1999.
- Mazzaoui, Michel M., ed. *Safavid Iran and Her Neighbors*. Salt Lake City, UT: University of Utah Press, 2003.
- Meisami, Julie Scott. *Persian Historiography To the End of the Twelfth Century*. Edinburgh: Edinburgh University Press, 1999.
- Melville, C.P., ed. *Safavid Persia: The History and Politics of an Islamic Society*. London: IB Tauris, 1996.
- Moosa, Matti. *Extremist Shiites: The Ghulat Sects*. Syracuse, NY: Syracuse University Press, 1988.
- Najmabadi, Afsaneh. *The Story of the Daughters of Quchan: Gender and National Memory in Iranian History*. Syracuse, NY: Syracuse University Press, 1998.
- Olson, Robert. *The Kurdish Question and Turkish-Iranian Relations from World War I to 1998*. Costa Mesa, CA: Mazda Publishers, 1998.
- Perry, John R. *Karim Khan Zand*. Oxford: Oneworld, 2006.
- Sanasarian, Eliz. *Religious Minorities in Iran*, New York, NY: Cambridge University Press, 2000.

### **Course analysis questionnaire**

**A1** This course will create a 300 level course on Iran to accompany other departmental courses at the 300 level. It is designed as a liberal studies course and would be suitable for both history majors and non-majors interested in the topic. It

would not be possible to fit all the content in this course into any of the other courses in the department.

**A2** This course does not require changes in the content of existing courses or requirements for the program.

**A3** This course is currently being offered on a trial basis as HIST 481: Understanding Iran.

**A4** This is not a dual level course

**A5** The course will not be offered for variable credit

**A6** Similar courses are offered at the University of California at Los Angeles (HIST M110B: "Iranian Civilization"), the University of British Columbia (ASIA 310A: "History of Iran: From the Sasanians to the Safavids"), and the University of Edinburgh (IMES 11046: "The History and Culture of Iran: From Ancient Persia to Contemporary Iran").

**A7** No external agency has recommendations or requirements about this course.

**B1** The course will be taught by one instructor from History.

**B2** The course is not related to any taught by other departments

**B3** The course will not be cross-listed

**B4** Seats will be made available to Continuing Ed.

**C1** Faculty resources are adequate. The course will be taught by the department's specialist in Middle East history as part of their regular load.

**C2** Other resources are adequate

**C3** This course is not funded by a grant

**C4** We expect the course to be offered every other year.

**C5** We anticipate offering one section every other year.

**C6** The course will be capped at 25 students, which is the standard size for 300 level survey classes in our department

**C7** No professional society recommends any parameters

**C8** This is not a Distance Ed Course



## **Part II:**

### **Justification/rationale for the new course**

This course will create a 300 level history of Iran to accompany other department courses at the 300 level.

### **Global and Multicultural justification**

This course deals entirely with groups that are non-dominant in the United States, such as Iranians (and, to a lesser extent, Arabs). In addition, it deals with the relationship between Iranians and the various non-Persian ethnic minorities of Iran. Furthermore, the class will explore issues related to the formation of Iranian identity and the relationship between different civilizations of the ancient Near East and medieval Islamic world, including analyzing questions of ethnic identity related to the various ethnic groups in Iran today, such as Kurds, Iranian/Persians, Armenians, Azerbaijanis, Azeris, Baluchis, Luris, Assyrians, and Bakhtiariis). Students will examine how Persian society adapted and adopted other forms of culture and combined them with Persian culture. These themes will be present in all sections of the course, but most significant when talking about the Arab conquest of Iran, the rise of different ethnic minority groups in the post-Mongol Middle East, and the relationship between Iran and the nations of Europe during the age of imperialism.

### **LS elective justification**

This course addresses critical-thinking and scholarly discourse. Abolqasem Firdowsi's *Shahnameh* is a tenth-century Persian text (which we will read selections of in translation) that addresses issues of ethnic minorities and the assimilation of Persian and Arabic culture in the medieval Middle East. Afsaneh Najmabadi's book, *Women with Mustaches and Men without Beards*, deals specifically with modern Iranian history through the lens of gender and sexuality. The course extends beyond core concepts. Students will also read Marjane Satrapi's *Persepolis*, a modern Iranian graphic novel that deals with a young woman's experience of living under the Shah in Iran, the Iranian Revolution, and the transformed Islamic Republic of Iran and grapples with issues of gender, religious and ethnic identity in Iran, and the Iranian diaspora community in Europe.

### **Liberal Studies Elective Competencies**

This course meets the Information Literacy standards. Studies will use and analyze information from a variety of sources, such as news sources on contemporary Iran, literature (Firdowsi and Satrapi), political analysis (Abrahamian), in addition to historical monographs (Najmabadi). This course will include discussions of plagiarism and the legal and ethical use of information.

## Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.
2. Although the readings for the course will vary from semester to semester, the current version is typical in that it includes one book that deals extensively with gender and the role of women (Najmabadi).
3. Although the readings for the course will vary from semester to semester, the current version is typical in that it includes four non-textbook works of fiction or non-fiction.
  1. Abolqasem Firdowsi. *The Shahnameh: The Persian Book of Kings*. Translated by Dick Davis. Penguin Classics (2007). ISBN: 0143104934. (Selections in translation).
  2. Afsaneh Najmabadi, *Women with Mustaches and Men Without Beards: Gender and Sexual Anxieties of Iranian Modernity*. University of California Press (2005). ISBN: 0520242637
  3. Ervand Abrahamian. *The Coup: 1953, The CIA, and the Roots of Modern-U.S. Iranian Relations*. The New Press (2013). ISBN: 1595588264
  4. Marjane Satrapi. *The Complete Persepolis*. Pantheon (2007). ISBN: 0375714839
4. Although this course will enroll both majors and non-majors, it does not assume any knowledge of Middle Eastern history or of historical method.

## Sample Assignment – HIST 338

### **Presentation Assignment:**

**Length:** 8-10 minutes.

### **Presentation topics:**

Students will choose a presentation topic either on major Iranian historical monuments or on Iranian ethnic minorities.

### **Possible topics:**

#### Iranian historical monuments:

- Mashhad
- Qom
- Shiraz
- Isfahan
- Monuments of Bam
- Bisitun
- Golestan Palace
- Persepolis

#### Iranian Ethnic Minorities

- Parsis
- Kurds in Iran
- Armenians in Iran
- Azerbaijanis in Iran
- Hazara community of Iran
- Tajik community of Iran
- The Lur and Bakhtiyari communities of Iran

### **Requirements:**

- PREPERATION:** On the Friday before your presentation, you must submit an outline of your presentation and a list of at least three sources besides your in-class readings that you used. You may submit your powerpoint (if you're using one) in lieu of an outline.
- SOURCES:** You must use at least five different sources on your presentation. While you may use online sources, make sure that they are *reputable* sources. At least two of your sources must be a book or journal article.
- VISUAL AIDS:** Pictures and visuals often help us explain a topic. You **must** bring in visual aids for your presentation.

### **Tips to Improve your Presentation:**

- Remember: this is a **PERFORMANCE**. Your job is more than just conveying information, but conveying it in a manner that is interesting to your classmates.

-Practice your presentation on your own (more than once!) before class day (in front of a friend, if possible!). This will help you feel more comfortable and ensure that your presentation does not run too short or too long.

-Come and see me! I am here to help. Come and talk to me about your presentation in office hours. [If you write your presentation early enough to come to my office hours before your presentation day, you can even practice it on me.]