Modesto Junior College

Course Outline of Record Report

04/02/2021

ART151 : Survey of Islamic Art

General Information

Faculty Author:	• Robert Stevenson • Saleh, Aishah
Course Code (CB01) :	ART151
Course Title (CB02) :	Survey of Islamic Art
Department:	Art
Proposal Start Date:	MJC Summer 2022
TOP Code (CB03) :	(1001.00) Fine Arts, General
CIP Code:	(50.0101) Visual and Performing Arts, General
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000582681
Curriculum Committee Approval Date:	03/14/2017
Board of Trustees Approval Date:	04/12/2017
External Review Approval Date:	09/01/2014
Course Description:	A survey of the art and architecture of the Islamic world including the Middle East, North Africa, Europe, and Central, South, and Southeast Asia, from the 7th to the 21st centuries CE. Works of art from Muslim countries and regions will be examined with comparison to local religions and artistic traditions that have proven influential.
Proposal Type:	Mandatory Revision Five-year periodic review.
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Art History
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grading

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course is not a special class.

Repeatability

0

Type of Repeat

No value

- A-F or P/NP

Course Prior To College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C: Humanities	(MJC-GE:C)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C1: Arts	(CSU-GE:C1)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area 3A: Arts	(IGETC: 3A)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.

- ○ Yes
- ○ No
- ◉ Maybe

Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

CSU, Stanislaus (SEM)

CSU Catalog Year

2021-2022

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

ART 2526

CSU Course Title

Art History Survey—Islamic

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Yes

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)

CSU, Long Beach (SEM)

CSU/UC Catalog Year

2021-2022

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

ART 116

CSU Course Title

Foundation Art History: Arts of Islamic Regions

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Yes

Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)

UC Davis (QTR)

CSU/UC Catalog Year

2021-2022

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

AHI 001E

CSU Course Title

Islamic Art and Architecture

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Yes

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-
Activity	-
Total	54

Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Description
No value	No value

Limitation on Enrollment

LOE Options

- ○ Program requires it by using a non-evaluative process to limit enrollment from among a pool of qualified students (e.g. Nursing classes are limited to those admitted to the Nursing Program)
- ○ Statute, Regulation, or Contract require it
- ○ The student must first demonstrate certain skills and abilities prior to enrolling in the course for public performance
- ○ The student must first demonstrate certain skills and abilities prior to enrolling in the course for intercollegiate competition
- ○ The course is designated as honors in rigor
- ○ It will protect the health and safety of the student and others

State the limitation on enrollment beginning with the phrase "Enrollment limited to students who"

No Value

In a few sentences, please describe and justify this limitation.

No Value

This limitation on enrollment is attached to a course that meets a degree or certificate requirement.

- ○ Yes
- ○ No

We have attached the statute or regulation that requires that this Health and Safety Limitation be attached to this course. (See uploaded files in Cover Info tab.)

- Yes
- No

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Slides, lectures and films presenting the major works of art, and elaboration on their basic features. 2. In-class discussions evaluating selected works of art, and applying concepts and terminology. 3. Facilitate reviews of major art works, concepts and vocabulary. 4. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Robust weekly readings from the text, articles or primary sources.
2. Prepare for regular quizzes that follow the weekly readings.
3. Weekly supplementary resources from the world wide web will be discussed in an asynchronous format in the online enhancement for the course.
4. Two papers, one at mid-term and one at the end of the semester, giving each student substantial work in analyzing trends and artworks in their own words.
5. Prepare for two comprehensive examinations covering dozens of individual artworks, which the students must memorize, and all of the cultures and trends included in the course.

Evidence of Critical Thinking (Quality)

1. Examination Question: What historical context made this depiction of the Prophet Mohammad appropriate? Consider and discuss the audience, media, and any nationalistic artistic practices that may have contributed.
2. Paper Topic: Write at least one 1500 word essay on a Museum Field Study or two 1500 word summaries selected by the professor from published materials suitable to the subject. In the first case students will select a group of 3 or 4 works of art viewed directly at a museum, describe them first, then submit them to a compare and contrast evaluation to demonstrate an understanding of the stylistic characteristics of the various periods and personal styles of individual artists. In the second case students will be assessing, interpreting, criticizing and evaluating writings on the subject to attain a deeper critical base for evaluating works of art.

Methods of Evaluation (Typical)	Rationale
FORMATIVE EVALUATION	1. Homework assignments include the answering of question sets designed to engage the students with the data explored in class to deepen their ability to memorize, describe, interpret, and distinguish the various periods and cultures. 2. Short Writing Assignments on specific published topics relevant to the subject in which the students evaluate, consider and recognize the material before a final critique of it. 3. Quizzes on the material presented in reading and lectures.
SUMMATIVE EVALUATION	1. Midterm and Final Examinations, that will include slide identification (i.e. title, artist, culture, period, date, medium, style), definition of vocabulary terms, evaluation of true and

false statements, and essays of a comparative and descriptive nature.
2. Term paper(required): a written report, on a research topic or visitation of a primary source, which evaluates selected works of art using the methods and data explored in classes, text, study guide, etc.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Blair,Sheila and Bloom, Jonathan	The Art and Architecture of Islam, 1250–1800	Yale University Press	1996	0300064659
Luca Mozatti	Islamic Art	Prestel	2019	9783791385662
Mattstein, Marcus and Delius, Peter	Islam: Art and Architecture	H.F. Ullmann	2015	3848008386

Other Instructional Materials

No Value

Learning Outcomes and Objectives

Course Objectives

Identify and discuss the religious, historical, and artistic elements that where influential in the formation of Islamic Art.

Identify and discuss the principles of the Islamic faith and explain their direct impact on specific examples of the art and architecture.

Identify Islamic art objects and architectural monuments in their historical and cultural contexts.

Visually identify the names, styles, terminology and works of the surveyed Muslim communities and individual artists.

Discuss Islamic religious and secular architecture, identifying their components, decoration, and function.

Discuss the role of patronage in art and the architecture within the Muslim communities surveyed.

Identify the craft production of the various Muslim communities surveyed, and compare and contrast them by stylistic characteristics.

Discuss Islam's impact on other cultures and in influence those cultures continued to have on artistic production.

Discuss the contribution and influence of Islamic art and architecture to the Western art historical tradition though the Postmodern era.

CSLOs

Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology Expected SLO Performance: -

Analyze, discuss, and differentiate works of Islamic Art and architecture in terms of historical context and cultural values. Expected SLO Performance: -

Identify, discuss, and distinguish individual works and cultural trends, through comparing and contrasting the formal characteristics of the various styles and periods of Islamic Art. Expected SLO Performance: -

Content

Course Content

1. An Introduction and Overview of Islam
    1. Historical Background
    2. Muhammad, Islam, and the Qu'ran
    3. The Mosque; Concept and Form
    4. Imperial Islam
    5. Mysticism in Islam
    6. Aniconism Versus Iconoclasm
    7. Design in Islam and the Horror Vacui
2. Survey of Islamic Dynasties and Artistic Styles
    1. The Umayyads
    2. The Abbasids
    3. The Fatimids
    4. The Seljuqs
    5. The Muslim (Moorish) West: North Africa and Spain.
    6. The Ilkhanids and Timurids
    7. The Indian Sultanates and Mughal Empire
    8. Islam in Southeast Asia
    9. The Safavids
    10. The Ottoman Empire
    11. Islam; Colonialism, Imperialism, Orientalism, appropriation, and parody
    12. Islam and New Syncretic Religious Traditions; Sikhism and Baha'i

13. Islam and Colonialism, Modernism, and Postmodernism

3. Themes
    1. Influences and Syncretism
    2. Comparison of Religious and Secular Artistic Traditions
    3. The Role of Crafts
    4. The Role of Calligraphy and the Illuminated Manuscript
    5. The Role of Patronage in Public and Private Works
    6. The Fire and Islamic Garden concepts

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Hybrid
- Online

Methods of Instruction:

- Asynchronous Discussion
- Synchronous Discussion
- Viewing and Listening to Videos
- Listening to Audio Materials
- Online Activities
- Facilitated Discussions
- Written Assignments
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Field Trips
- Multimedia Presentations
- Collaborative Peer/Group Activities
- On-campus Orientation Sessions (hybrid only)
- Group Meetings/Review Sessions (hybrid only)
- Interactive Activities

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

Weekly online lecture, readings, asynchronous discussions and evaluative exercises present the course content in a manner equivalent to face-to-face instruction. In addition students have access to online resources that will greatly enhance their understanding of issues related to the class. Assignments emphasizing research utilizing these resources will introduce students to the possibilities of the World Wide Web.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/)

All lectures will be closed captioned or a transcript will be provided to students. Transcripts and readings provided by the instructor will be screen-reader friendly, and care will be taken in providing web activities that are on accessible sites. All visual resource imagery will be properly captioned.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Q & A Discussion Boards
- Peer Review
- Conferences

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Q & A Discussion Boards
- Assignment Feedback
- Office Hours
- Conferences
- Discussion Boards
- The Online Course Syllabus
- Email
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

Grading feedback is a strong element of this course, often leading to additional asynchronous and/or synchronous communication.

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

In the hybrid format Powerpoint lectures, quizzes ,discussion boards, and online readings make up the online portion of the class. Lectures, quizzes, discussion, and the midterm and final examinations make up the face-to-face portion of the course.

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

No library resources are needed for this course.

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

Yes, I have uploaded file(s).

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

No, this is not a new course

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Yes

Add any additional comments you want reviewers to read.

No Value