

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 4782
3. **Short title:** Modern Iran
4. **Long title:**
5. **Hours per week:** \_3\_ Class \_0\_ Lab \_3\_ Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: \_2015\_
8. **Catalog course description:** This course examines the history of modern Iran with a focus on the 19<sup>th</sup> and 20<sup>th</sup> centuries. We will examine the revolutions, revolts, and social movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries that have shaped the political, socio-economic, religious, and cultural history of present day Iran. (WI) (NUS)
9. **Course attributes:**  
  
General education component: \_\_\_\_\_  
  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive ☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:  
\_\_\_\_\_  
  
**Mode(s) of Delivery:**  
  
☒ Face to Face ☐ Online ☐ Study Abroad  
  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_
11. Course(s) to be deleted from the catalog once this course is approved. \_\_\_\_\_N/A\_\_\_\_\_
12. **Equivalent course(s):** None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

**13. Prerequisite(s):** N/A

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

**14. Co-requisite(s):** N/A

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: N/A

b. Degrees, colleges, majors, levels, classes which may not take the course: N/A

**16. Repeat status:** ☒ May not be repeated ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** N/A

**18. Grading methods:** ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

**20. Additional costs to students:**

Supplemental Materials or Software

Course Fee ☒ No ☐ Yes, Explain if yes

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

### **Rationale, Justifications, and Assurances (Part I)**

1. \_\_\_ Course is required for the major(s) of \_\_\_\_\_  
\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_X\_ Course is used as an elective
2. **Rationale for proposal** : There are currently no 4000 level history courses on the modern Middle East. The course will help fulfill demand, evidenced by a full section of HIS 3210: Modern Middle East in Spring 2014, for modern Middle East offerings. Moreover, due to the turbulent history of American-Iranians relations, the course will satisfy student interest.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: N/A  
Prerequisites: N/A  
Co-requisites: N/A  
Enrollment restrictions: N/A  
Writing active, intensive, centered: This course is designed as an upper division history elective with heavy writing and reading requirements. Students will write more than 30 pages during the semester and writing will account for roughly 50% of the course grade. Revisions of a paper will be required. (WI)
4. **General education assurances (answer N/A if not applicable)**  
General education component: N/A  
Curriculum: N/A  
Instruction: N/A  
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**  
Online or hybrid delivery justification: N/A  
Instruction: N/A  
Integrity: N/A  
Interaction: N/A

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: HIS 4782: Modern Iran

2. Catalog description: This course examines the history of modern Iran with a focus on the 19<sup>th</sup> and 20<sup>th</sup> centuries. We will examine the revolutions, revolts, and social movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries that have shaped the political, socio-economic, religious, and cultural history of present day Iran and how these changes have affected Iran's relationship with the United States and the world. (WI) (NUS)

3. Learning objectives (undergraduate)

- identify major political, social, economic, and religious developments in the history of modern Iran. (Critical Thinking, Writing and Critical Reading, Responsible Citizenship)
- analyze and identify the main scholarly debates located within the historiography. (Critical Thinking, Writing and Critical Reading)
- identify and choose a an approachable topic and conduct their own research. (Critical Thinking, Writing and Critical Reading)
- situate their own research within the existing historiography. (Critical Thinking, Writing and Critical Reading)
- express critical analysis and synthesis of texts both orally and in written format. (Critical Thinking, Writing and Critical Reading, Speaking and Listening, Responsible Citizenship)
- develop oral communication and presentation skills. (Speaking and Listening)

Learning objectives (graduate)

- identify major political, social, economic, and religious developments in the history of modern Iran. (goals 1-3)
- analyze and identify the main scholarly debates located within the historiography. (1-3)
- identify and choose a an approachable topic and conduct their own research. (1-4)
- situate their own research within the existing historiography. (1-4)
- express critical analysis and synthesis of texts both orally and in written format. (1-4)
- develop oral communication and presentation skills. (2-4)

4. Course materials.

Print Texts (textbook rental):

- Foran, John, editor. *Century of Revolution: Social Movements in Iran*. Minneapolis: University of Minnesota Press, 1994.
- Keddie, Nikki. *Modern Iran: Roots and Results of Revolution*, Updated Edition. New Haven: Yale University Press, 2006.

Electronic Texts (e-reserves):

- Abrahamian, Ervand. "The Causes of the Constitutional Revolution in Iran." *International Journal of Middle East Studies*, vol. 10, no. 3 (Aug., 1979): 381-414.
- Abrahamian, Ervand, "The Politics of Uneven Development." In *Iran Between Two Revolutions*, 419-449. Princeton, Princeton University Press, 1982.
- Algar, Hamid. "Oppositional Role of the Ulama in 20th Century Iran." In *Scholars, Saints, and Sufis: Muslims Religious Institutions in the Middle East since 1500*, edited by Nikki Keddie, 231-255. Berkeley: University of California Press, 1978.
- Ansari, Ali. The Myth of the White Revolution: Mohammad Reza Shah, 'Modernization' and the Consolidation of Power," *Middle Eastern Studies*, vol. 37, no. 3 (Jul., 2001): 1-24.
- Bakhsh, Shaul. "Sermons, Revolutionary Pamphleteering, and Mobilisation: Iran 1978." In *From Nationalism to Revolutionary Islam*, edited by Said Amir Arjomand. 177-194. Albany: State University of New York Press, 1984.
- Chehabi, Houchang. "Staging the Emperor's New Clothes: Dress Codes and Nation-Building

- under Reza Shah,” *Iranian Studies*, vol. 26, no. 3/4 (Summer-Autumn, 1993): 209-229.
- de Moraes Ruehsen, Moyara. “Operation “Ajax” Revisited: Iran, 1953,” *Middle Eastern Studies*, vol. 29, no. 3 (Jul., 1993): 467-486.
  - Gasiorowski, Mark J. “The 1953 Coup d’Etat in Iran,” *International Journal of Middle East Studies*, vol. 19, no. 3 (August 1987): 261-286.
  - Ghods, M. Reza. “Iranian Nationalism and Reza Shah,” *Middle Eastern Studies*, vol. 27, no. 1 (Jan., 1991): 35-45.
  - Hanson, Brad. “The “Westoxication” of Iran: Depictions and Reactions of Behrangi, al-e Ahmad, and Shariati,” *International Journal of Middle East Studies*, vol. 15, no. 1 (Feb., 1983): 1-23.
  - Khomeini, Ruhollah, “The Necessity for Islamic Government.” In *Islam and Revolution I: Writings and Declarations of Imam Khomeini (1941–1980)*, edited and translated by Hamid Algar, 40-54. Berkeley: Mizan Press, 1981.
  - Lambton, Ann K. “The Persian Constitutional Revolution of 1905-06.” In *Qajar Persia: Eleven Studies*, 319-329. Austin: University of Texas Press, 1988.
  - Lambton, Ann K. “The Tobacco Régie: A Prelude to Revolution I,” *Studia Islamica*, 22 (1965): 119-157.
  - Lambton, Ann K. “The Tobacco Régie: A Prelude to Revolution II,” *Studia Islamica*, 23 (1965): 71-90.
  - Moaddel, Mansoor. “Ideology as Episodic Discourse: The Case of the Iranian Revolution,” *American Sociological Review*, vol. 57, no. 3 (Jun., 1992): 353-379.
  - Perry, John R. “Language Reform in Turkey and Iran,” *International Journal of Middle East Studies*, vol. 17, no. 3 (Aug., 1985): 295-311.
  - Zirinsky, Michael P. “Imperial Power and Dictatorship: Britain and the Rise of Reza Shah, 1921-1926,” *International Journal of Middle East Studies*, vol. 24, no. 4 (Nov., 1992): 639-663.

## 5. Weekly outline of content.

### **Week 1 Getting Familiar with the Persianate**

- Keddie, 1-21

### **Week 2 Safavids & Qajars**

- Keddie, 22-57
- COR: Introduction (Foran)

### **Week 3 Tobacco Revolt**

- COR: Chapter 1 (Moaddel)
- Lambton, “The Tobacco Régie: A Prelude to Revolution I & II”

### **Week 4 Constitutional Revolution**

- Keddie, 58-72
- COR: Chapter 2 (Afary)
- Lambton, “Persian Constitutional Revolution of 1906”
- Abrahamian, “The Causes of the Constitutional Revolution in Iran”

### **Week 5 Reign of Reza Shah**

- Keddie, 73-104
- COR: Chapter 3 (Zirinsky)
- Ghods, “Iranian Nationalism and Reza Shah”

### **Week 6 Reign of Reza Shah**

- COR: Chapter 4 (Hassanpour)
- Chehabi, “Staging the Emperor’s New Clothes: Dress Codes and Nation-Building under Reza Shah”
- Perry, “Language Reform in Turkey and Iran”

### **Week 7 Oil Nationalization and the 1953 Coup**

- Keddie, 123-131
- COR: Chapter 5 (Siavoshi)
- Gasiorowski, “The 1953 Coup d’Etat in Iran”
- de Moraes Ruehsen, “Operation “Ajax” Revisited: Iran, 1953”

### **Week 8 Reign of Mohammad Reza Shah**

**\*Midterm Exam\***

- Keddie, 132-69
- COR: Chapter 6 (Parsa)
- Ansari, “The Myth of the White Revolution: Mohammad Reza Shah, 'Modernization' and the Consolidation of Power”

### **Week 9 Political Thought**

- Selection from Jalal al-e Ahmad’s *Gharbzadegi*
- Selections from Ali Shariati
- Khomeini, “The Necessity for Islamic Government”

### **Week 10 The Origins of Revolution**

- COR: Chapter 7 (Foran)
- Keddie, 170-213
- Hanson, “The “Westoxication” of Iran: Depictions and Reactions of Behrangi, al-e Ahmad, and Shariati”

### **Week 11 Iranian Revolution**

- Keddie, 214-239
- Moaddel, “Ideology as Episodic Discourse: The Case of the Iranian Revolution”
- Parsa, “Theories of Collective Action and the Iranian Revolution”

### **Week 12 Iranian Revolution**

- Algar, “Oppositional Role of the Ulama in 20th Century Iran”
- Bakhash, “Sermons, Revolutionary Pamphleteering, and Mobilisation: Iran 1978”

### **Week 13 Khomeini Era**

- Keddie, 240-262
- COR: Chapter 8 (Moghadam)

### **Week 14 Post-Khomeini Era**

- Keddie, 263-284
- COR: Chapter 9 (Foran)

### **Week 15 Presentations**

**\*\*\*Final Exam during finals week\*\*\***

6. Assignments and evaluation, including weights for final course grade.

- Exams = 30%
- Research Paper = 25%\*
- Reaction Papers = 20%\*
- Presentation = 15%
- Participation = 10%

\*Graduate students will write significantly longer papers (research and reaction papers) that will require substantial research. Moreover, graduate students will submit annotated bibliographies while preparing for their research papers.

7. Grading scale.

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0%-59%

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives

- A. identify major political, social, economic, and religious developments in the history of modern Iran
- B. analyze and identify the main scholarly debates located within the historiography.
- C. identify and choose a an approachable topic and conduct their own research
- D. situate their own research within the existing historiography.
- E. express critical analysis and synthesis of texts both orally and in written format
- F. develop oral communication and presentation skills

Learning Objectives	Exams (30%)	Research Paper (25%)	Reaction Papers (20%)	Presentation (15%)	Participation (10%)
A (CT, WR, RC)	X	X	X	X	X
B (CT, WR)	X	X	X	X	X
C (CT, WR)		X		X	X
D (CT, WR)		X		X	
E (CT, WR, SL, RC)	X	X	X	X	X
F (SL)				X	X

Learning Objectives (graduate)

- A. identify major political, social, economic, and religious developments in the history of modern Iran
- B. analyze and identify the main scholarly debates located within the historiography.
- C. identify and choose a an approachable topic and conduct their own research
- D. situate their own research within the existing historiography.
- E. express critical analysis and synthesis of texts both orally and in written format
- F. develop oral communication and presentation skills

Learning Objectives	Exams (30%)	Research Paper (25%)	Reaction Papers (20%)	Presentation (15%)	Participation (10%)
---------------------	-------------	----------------------	-----------------------	--------------------	---------------------

A <sub>(1-3)</sub>	X	X	X	X	X
B <sub>(1-3)</sub>	X	X	X	X	X
C <sub>(1-4)</sub>		X		X	X
D <sub>(1-4)</sub>		X		X	
E <sub>(1-4)</sub>	X	X	X	X	X
F <sub>(2-4)</sub>				X	X



**Date approved by the department or school: 9/27/14**

**Date approved by the college curriculum committee: 11/12/14**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:**

**Date approved by CGS:**