PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 4785
2. Title (may not exceed 30 characters, including spaces): Crusade & Jihad
3. Long title, if any (may not exceed 100 characters, including spaces):
   Crusade & Jihad: Religious Violence in the Islamo-Christian Tradition
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer X On demand
6. Initial term of offering: ☐ Fall X Spring ☐ Summer Year: 2009
7. Course description (not to exceed four lines):
   This course is designed to juxtapose the medieval understanding of violence and war in both the
   Western Christian and Islamic traditions with modern understandings of those same phenomena.
   This course traces the intellectual developments of these concepts during the Middle Ages, and it
   explores how medieval conceptions of violence are reinterpreted and redeployed in the
   nineteenth through twenty-first centuries.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an
      honors course).
      There are no equivalent courses
   b. Prerequisite(s), including required test scores, courses, grades in courses, and
t      technical skills. Indicate whether any prerequisite course(s) MAY be taken
      concurrently with the proposed/revised course.
      None
   c. Who can waive the prerequisite(s)?
      ☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
      None
   e. Repeat status: X Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
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f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

None

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
Writing Intensive

10. Grading methods (check all that apply): X Standard letter □ C/NC □ Audit □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: X lecture □ lab □ lecture/lab combined □ independent study/research □ internship □ performance □ practicum or clinical □ study abroad □ other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Students will:
   a. Identify major developments in theories of warfare and violence
   b. Analyze primary sources which articulate theories of crusade and jihad
   c. Describe significant debates concerning the intersection of religion and war
   d. Communicate the results of their analysis in both oral and written form

   b. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

   c. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   All of the aforementioned learning objectives are designed to help graduate students achieve the depth of knowledge about the theories of Crusade and Jihad as they learn to communicate their findings on the subject matter effectively in writing and through oral presentation based upon their critical evaluation of the primary and secondary source materials.

   2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
1) Students are responsible for thoughtfully and thoroughly reading primary sources for each week and actively participating in a discussion of those sources.
2) Students will write ten 3 page response papers focused on the primary sources readings for each week due in class on the day of the discussion.
3) Each student will lead one class discussion using pre-circulated discussion materials which they develop in consultation with the professor.
4) Undergraduate students will write three 5-6 page papers during the semester. For each paper, students will perform a comparative analysis of multiple course readings.

3. **Explain how the instructor will determine students’ grades for the course:**

   Ten 3 page response papers, 40%; leading discussion section, 10%; weekly discussion of course readings, 20%; three 5-6 page final essays, 30% (in lieu of a final exam)

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

   N/A

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   - **course objectives**
     
     In addition to the previously stated objectives, graduate students will
     a. Implement accepted methods of historical research to conduct their own research
     b. Deliver a lecture which presents that research to an undergraduate audience
   
   - **projects that require application and analysis of the course content; and**

     Graduate Students will develop a research project of their choice based on material relevant to this course. They will present this research in the form of a lecture to the rest of the class. Presentation will cover roughly forty minutes, and will contain both components of both primary research, and historiography. In addition, graduate students will submit an annotated bibliography of sources used in their research.

   - **separate methods of evaluation for undergraduate and graduate students.**

     Ten 3 page response papers, 40%; leading discussion section, 10%; weekly discussion of course readings, 20%; research and presentations, 30%.

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *. )**

   This course is writing intensive. Written assignments comprise 70% of each student’s final grade. Students will rewrite one of their response papers over the course of the semester.
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is 3-0-3 and will meet twice a week in 75 minute units. The first meeting will be a lecture, the second a discussion focused on primary sources.

Sample Outline for the Course

Week 1:
- Introduction
- Myths of Terrorism and Religious Violence

Week 2:
- The Just War – Violence in the Classical World and Late Antiquity
- Discussion - “On the Correction of the Donatists” and City of God

Week 3:
- Bedouin Raiding – Warfare at the Time of Muhammad
- Discussion – The Qur’an

Week 4:
- Islamic Theories of War - Development of the Doctrine of Jihad
- Discussion – Forty Hadith, The Book of Jihad

Week 5:
- Religious Violence and Social Control – The Peace of God and the Crusades
- Discussion – Documents from the First Crusade

Week 6:
- A New Knighthood – Intersection of Monasticism and Warfare
- Discussion – Aquinas and “In Praise of the New Knighthood”

Week 7:
- Murder as a political tool - The Assassins
- Discussion - Arab Historians of the Crusades

Week 8:
- Saladin - Jihad as Counter Crusade
- Discussion – Ibn Taymiyya

Week 9:
- Redefinition – Jihad in the Modern World
- Discussion - Muhammad ‘Abduh and Muhammad Rashid Rida

Week 10:
- Anti-Imperialism as Jihad
- Discussion - Milestones

Week 11:
- Crusade and Conspiracy – The Christian Identity Movement
- Discussion - Turner Diaries
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Week 12:
Army of God – Just War and Abortion
Discussion - Mix My Blood with the Blood of the Unborn

Week 13:
Jihad in the 21st Century
Discussion - Anti-American & the Middle East: A Documentary Reader

Week 14:
Crusade and American Foreign Policy
Discussion - Anti-American & the Middle East: A Documentary Reader

Week 15:
Graduate Student Presentations
Graduate Student Presentations

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

The course has already been offered once as a special topics course (History 4775) and was filled to capacity. Given the immense interest in the ways different religious traditions justify war, the course will continue attract large numbers of students.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

   b. If the course or some sections of the course may be technology delivered, explain why.

      This course will not be technologically delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is designed as an upper division history elective with heavy reading and writing requirements.

3. If the course is similar to an existing course or courses, justify its development and offering.

No similar course exists.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):
a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

For undergraduates, the course serves as an approved non-U.S. history elective.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

For Graduate Students, this course partially satisfies requirements for students with a major or a minor concentration in either European or minor World History, depending on the nature of their final project.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

   Joshua Birk

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: N/A

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):

   Sample texts include:

   electronic texts:
   Augustine of Hippo, “Letter 185, On the Correction of the Donatists”
   Augustine of Hippo, City of God (1871)
   Thomas Aquinas, Summa Theologica (1947)
   Bernard of Clairvaux, “In Praise of the New Knighthood” (1977)
   Paul Jennings Hill, Mix My Blood with the Blood of the Unborn (2003)
   Andrew MacDonald, Turner Diaries (1999)
   Sayyid Qutb, Milestones (2006)
print texts:

**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

**PART VII: APPROVALS**

Date approved by the department or school: 9/21/2007

Date approved by the college curriculum committee: 9/26/2007

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

Date approved by CAA: 12/6/07  CGS: 12/4/07

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages 5,000 words).