

# GOVT 379 – ISLAM IN INTERNATIONAL AFFAIRS

## SYLLABUS

**Instructor:** Michael Cooper M.A.  
**Email:** coopermp@state.gov  
[Mikecooper78@gmail.com](mailto:Mikecooper78@gmail.com)

Please feel free to contact me at any of the email addresses above. I will also be available for phone conversations and/or Skype conversation when the need arises, just let me know. Do not hesitate to ask questions as you are going through the course. If I do not get back to you in a couple of days please send me a reminder.

### **COURSE DELIVERY:**

Print-Based Correspondence Course

### **CREDIT HOURS:**

Three Semester Hours

### **PREREQUISITES:**

None

### **COURSE MATERIALS:**

To order textbooks or obtain information about book titles you may go to [www.exstudies.adams.edu](http://www.exstudies.adams.edu) and click on the “ASC Bookstore” icon.

Please use **Section Number: 1153** to order books from Bookstore site.

### **Required Textbooks:**

Lewis, Bernard. *The Crisis of Islam: Holy War, Unholy Terror* (New York: New York), Random House, 2004.

Kepel, Gilles. *The War for Muslim Minds: Islam and the West* (Boston: MA), Harvard University Press, 2006.

Roy, Olivier. *Globalized Islam: The Search for the New Ummah* (New York, New York), Cambridge University Press, 2006.

## **GOVT 379 – ISLAM IN INTERNATIONAL AFFAIRS**

It is recommended that the student regularly read blogs, newspapers, journals, etc., that deal in Islamic issues in order to assist you in developing ideas for research assignments.

The Middle East Strategy at Harvard blog is a good place to start. It can be found at <http://blogs.law.harvard.edu/mesh/>. This website can give you a starting point to identify the pertinent issues and people in the field. On the right side of the blog there is a listing of issues discussed on the blog and the scholars who post to the blog. Undoubtedly you will recognize a lot of these names and ideas as you do the reading for this course, I highly encourage you to explore this blog and click on referenced links that can take you to additional web-pages that will be helpful to you.

I reserve the right to assign additional material (policy papers, articles, etc.) for you to read and possibly respond to. I will make sure that this material is available for free on the internet before I assign it.

### **CATALOG DESCRIPTION:**

This course looks at the primary perspectives of what “Islam” is in the 21<sup>st</sup> Century International System. It has been argued that understanding “Islam” is a mandatory requirement to be able to function in the globalized world, this class will begin to fill that requirement by analyzing conceptual notions of the role of Islam in our world today and what it all means from differing paradigms.

### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course the student will be able to effectively communicate and deconstruct/apply the concepts of:

“The Crisis of Islam”

The Culturalist view of Islam, differentiating it with other schools of thoughts

The difference between cultural, historical, geographic and globalized notions of Islam

Additionally the student will be able to apply a selected school of thought to analyzing and arguing for or against a particular stance on an Islamic issue.

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## COURSE REQUIREMENTS:

You will have a year to complete all these assignments, however I highly suggest you space the assignments apart and take your time completing them, handing them all in at the last moment is sure to lead to a bad product. I would recommend you get my feedback on an initial assignment before you complete your next one so you can know what I am looking for and grading on.

Essay #1 (4-5 pages): Using references from Lewis, answer the question “What is the Crisis of Islam according to Bernard Lewis? What are its roots and if Lewis argues for an answer to the crisis, what is his answer?”

Essay #2 (6-7 pages): Using references from all three books we read, give the pros and cons of each author’s approach to examining the state of Islam in the world today. Overall, which one of the three authors do you find most constructive and why?

Op-eds: Write three 1-2 page op-ed pieces in response to an article on an Islamic issue that you find on the internet. I would recommend you find an article on the MESH website (<http://blogs.law.harvard.edu/mesh/>) but you can use any article, just be sure to cite the article at the top of your op-ed and include a link to the article. Each op-ed response will be written as if you were Bernard Lewis, Giles Kepel or Olivier Roy. Use their arguments to agree or disagree with the article you are responding to.

Essay #1: 25% of final grade

Essay #2: 45% of final grade

Op-eds : 30% (10% for each op-ed) of final grade

**All assignments will be turned in electronically to both of the email addresses given at the top of the syllabus.** I will give an initial grade to each assignment and then I will return it with my comments and you will have one week to review them, make changes, and re-submit the paper for additional points. You can earn up to half of the difference between the original grade and a perfect score. (So if you earn 80% on the initial assignment, you can earn up to an additional 10% on the revised assignment for a final score of up to 90%.) **Please use 1.5 line spacing and standard margins for your assignments. The departmental policy for the Adams State College department of history requires that you use American Political Science Association (APSA) format for this course; you are expected to use this in a correct and consistent manner. If you do not reference correctly, it will adversely affect your grade.**

## GRADE DISTRIBUTION AND SCALE:

100-90 points:	A
89-80 points:	B
79-70 points:	C
69-60 points:	D
59 points and below:	F

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HGP Rubric: This document below defines the categories of assessment and the levels of student performance that are equated with a grade. If you have questions, please contact your professor.

<b>Grade Level</b>	<b>Category 1: Structure of Argument</b>	<b>Category 2: Evidence</b>	<b>Category 3: Quality of Writing</b>
<b>A: Superior Work</b>	<b>Thoughtful, clear, and insightful thesis and fully developed argument</b>	<b>Well-chosen supporting evidence that is accurately described, balanced, and varied</b>	<b>Writing clearly supports the thesis and is effectively structured, grammatically correct, and stylistically pleasing</b>
<b>B: Good Work</b>	<b>Clear Thesis and a logically developed argument</b>	<b>Each point is supported by defensible evidence</b>	<b>Writing is focused in support of the thesis and is grammatically correct</b>
<b>C: Average Work</b>	<b>Argument addresses main points of the question</b>	<b>Some support of main points</b>	<b>Writing is generally grammatically correct</b>
<b>D: Below Average Work</b>	<b>Argument is related to the question; thesis is unclear or absent.</b>	<b>Includes evidence related to topic</b>	<b>Writing communicates ideas, although it is characterized by errors of syntax, mechanics, and usage.</b>
<b>F: Unacceptable Work</b>	<b>Argument is undeveloped, or unclear, or unrelated to the essay topic, or contradictory, or devoid of analysis</b>	<b>Includes little or no evidence</b>	<b>Writing is seriously flawed, and includes gibberish, jargon, psycho-babble, and/or fatal technical flaws.</b>

## **GOVT 379 – ISLAM IN INTERNATIONAL AFFAIRS**

This rubric is designed to guide the evaluator of an essay in making qualitative distinctions among students' writings. The evaluator must find strong evidence that the student has met at least two of the three criteria in a given grading level before awarding that grade.

Evaluators may use the rubric to give an holistic assessment (e. g.: A) but highlight a specific criteria that was not met at the same level (e. g.: Category 3--B). In the event that an evaluator scores an essay in two categories at a given level, the third category can be scored no more than one level below the level of the first two categories in order for the evaluator to assign an overall grade at the level of the assessment of the first two categories. For example, if an evaluator believes a given paper merits an A in categories one and two, but believes that category three merits a C, the evaluator may not assign a grade of A. Instead, a grade of B should be awarded.

### **ADA STATEMENT:**

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.

### **NOTE:**

Web sites are constantly changing and you may find that some have moved or are simply no longer available; contact your instructor with any questions.