

Term Information

Effective Term Autumn 2019

General Information

Course Bulletin Listing/Subject Area Persian
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3350
Course Title Domestic Conflicts and Social Movements in Contemporary Iran
Transcript Abbreviation Contemporary Iran
Course Description This multi-disciplinary course is a journey through political, social, and intellectual history of Iran. The course will discuss intellectual interpretations of post-1979-revolution Iranian society, various new nonviolent social movements in recent two decades, and the role of globalization and media politics in contemporary Iran.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1199
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students develop the knowledge of the history of contemporary Iran, particularly the power structure of the Islamic Republic and the intellectual and social background of the 1979 Islamic Revolution of Iran.
- Students develop the capacity to analyze new citizen movements in Iran and their links with globalization, media, and the Internet. They also become familiar with intellectual reactions to the current issues in Iran.

Content Topic List

- Iran
- Politics
- Media
- Culture
- Social Movements
- History
- Globalization

Sought Concurrence

No

Attachments

- Persian 3350 Syllabus%2c Spring 2019.docx: new syllabus
(Syllabus. Owner: Smith,Jeremie S)
- GE Assessment Plan for Diversity %282%29.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Assessment Plan for Social Sciences.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- Rationale_Diversity Global Studies.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- Rationale -Social Sciences.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	08/13/2018 03:52 PM	Submitted for Approval
Approved	Holub,Robert Charles	08/13/2018 03:57 PM	Unit Approval
Approved	Heysel,Garett Robert	08/14/2018 08:34 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/14/2018 08:34 PM	ASCCAO Approval

PERSIAN 3350

Iranian Society Today: Internal Conflicts and Social Movements

Instructor: Dr. Mehrak Kamali Sarvestani

Term:

Credit Hours: 3

Class Time: TBA

Location: TBA

Office: Hagerty 374

(Mailbox in Hagerty 300)

Office Hours: TBA

Email: kamalisarvestani.1@osu.edu

Office Phone: 614-247-8319



COURSE DESCRIPTION

This course is a journey through political, social, and intellectual history of Iran. Understanding the roots and consequences of the 1979 Islamic Revolution, the course will discuss intellectual interpretations of post-1979-revolution Iranian society, globalization, and media politics in contemporary Iran. The course will also explore the recent issues, such as the opposing processes of religionization and secularization, the hybrid religious-political power structure, and the importance of religious intellectuals. Finally, we will examine social movements in the Islamic Republic of Iran such as the Reformists (1997-2005), Green Movement (2009-2011), and Iranian women's movements. The course is intended to be flexible to student research and interests in specific topics related to Iran.

This course is designed as a collaborative learning experience, involving books, articles, video, discussions, debates, and student presentations.

Learning Objectives

1. Students develop the knowledge of the history of contemporary Iran, particularly the power structure of the Islamic Republic and the intellectual and social background of the 1979 Islamic Revolution of Iran.

2. Students develop the capacity to analyze new citizen movements in Iran and their links with globalization, media, and the Internet. They also become familiar with intellectual reactions to the current issues in Iran.

This course is intended to satisfy the GE requirements for Social Sciences and Diversity: Global Studies. This course also meets the requirements for the minor in Persian (Department of Near Eastern Languages and Cultures).

General Education, Social Sciences

Goals:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Expected Learning Outcomes:

- a) This course is an opportunity for students to apply a major social theory, structuralism, to explain social changes. During the course, students require to analyze 1970s revolutionary crisis and the victory of the Islamic Revolution in Iran, as well as post-revolutionary social movements in Iran from the perspective of structuralism.
- b) Students analyze the function of social groups and individuals, including religious and secular intellectuals, during and after Iranian 1979 Islamic Revolution from a sociological perspective.
- c) Students will examine differences and similarities in modern history of Iran (political and intellectual) and that of the United States.
- d) Students will be encouraged to read, analyze, and interpret the internal social, historical, Islamic and secular political thought and current social movements in Iran from the perspectives of Social Conflict theory.
- e) Students will participate in class debates and discussions related in order to interpret contemporary lived experiences as informed by the history of Iran in global and international context.

General Education, Diversity: Global Studies

Goals:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Expected Learning Outcomes:

- a) Students learn about Iranian political culture, intellectual history and social movements in contemporary Iran. The readings for this course give students the opportunity to engage with historical, social, and intellectual challenges in post-1979-revolution Iran.

- b) Students learn about the role of globalization, media and social media, and the internet and their impacts on the social and cultural life in Iran.
- c) The readings give students a sight to understand one issue from the other's eye, e.g. how students can see and interpret social changes from the perspective of an Iranian.

Course-Specific Expected Learning Outcomes:

1. Students demonstrate knowledge of the complexity of the history of Iran and Iranian society in the age of globalization, media, and social networks.
2. Students perform a close reading of Iranian society in order to analyze interrelated social issues in Iran from different sociological perspectives.
3. Students can differentiate and compare sociological approaches to internal conflicts in Iran within texts from diverse social and historical contexts.

Teaching Method: Lectures and Discussion

Sources:

- Fuller, Graham E. *The Center of the Universe: The Geopolitics of Iran*. Boulder, Colo: Westview Press, 1991. PDF.
1st week of the semester: Chapters 13 & 14
- Abrahamian, Ervand. *A History of Modern Iran*. Cambridge, UK: Cambridge University Press, 2008. Print.
2nd week of the semester: Chapters 2 and 3
3rd week of the semester: chapters 5 and 6
- Dabashi, Hamid. *Theology of Discontent: The Ideological Foundations of the Islamic Revolution in Iran*. New York: New York University Press, 1993. eBook.
5th week of the semester: The introduction and chapter 1
6th weeks of the semester: Chapters 2, 8, and the conclusion
- Buchta, Wilfried. *Who Rules Iran? The Structure of Power in the Islamic Republic*. Washington, DC: Washington Institute for Near East Policy, 2000. PDF.
7th week of the semester: Chapter 1
8th week of the semester: Chapter 3
- Surūsh, ‘Abd -K, Mahmoud Sadri, and Ahmad Sadri. *Reason, Freedom, & Democracy in Islam: Essential Writings of ‘Abdolkarim Soroush*. New York, N.Y: Oxford University Press, 2000. PDF.
12th week of the semester: Chapter 10
- Milani, Abbas, and Larry J. Diamond. *Politics and Culture in Contemporary Iran: Challenging the Status Quo*. 2015. PDF.
13th week of the semester: Chapters 3 and 9

- Semati, Mehdi. *Media, Culture and Society in Iran: Living with Globalization and the Islamic State*. London: Routledge, 2008. eBook.

4th week of the semester: Chapter 13

9th week of the semester: Chapter 12

12th week of the semester: Chapter 11

15th week of the semester: Chapters 2, 3, and 4

- Online materials.

Also, some materials from different sources will be provided in the Carmen and/or hand out during the course.

Grading

Four Quizzes	24 %
Ten Reading Response Papers	20 %
Ten Sets of Discussion Questions	10%
Attendance	5%
Participation in Class Discussions	5%
Midterm Presentation	6%
Final Presentation	10%
Final Exam	20 %

Total

100%

Please check assignment and class schedule for when assignments are due.

Grading scale:

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72)
D+ (67-69) D (60-66) E (below 60)

What Do Letter Grades Mean?

(From Ohio State University's Art and Technology Department, adapted for this class)

A represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

B signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

C signifies average- simple, common, adequate but ordinary 70-79%

- C is a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

D represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

E is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

Course Requirements

- Class attendance is essential. More than two unexcused absences will affect your attendance and will result in a percentage point deducted from the final grade for each absence.
- Five reading responses (at least 250 words) will be due on assigned Mondays. You should select one of the discussed topics in the class and write the reading response including a very brief summary of the topic and your detailed opinion about it.
- There will be four quizzes during the semester.
- Students should submit their three discussion questions about weekly assigned readings in Carmen every Thursday before 12:40 PM.
- Participating in class discussions is necessary.
- There will be a final (take-home) exam at the end of semester.
- Every student should present a midterm presentation in class.
- Every student should present a final presentation in class.

Students are expected to have read the assigned texts prior to coming to class so as to be able to participate in the classroom discussion.

Explanation of assignments:

Attendance and Participation

As with anything, your presence and full engagement make all the difference. Please do not miss class on a regular basis. When you are in class, please be fully present. For every absence after 2 (excused or unexcused), you will lose a point. Three tardies (arriving late or leaving early) is equal to one absence. Please talk with me about extenuating circumstances. The policy is not meant to be punitive; it is meant to encourage you to get the most out of the class.

Weekly Assignments

Every week, the instructor will assign one of the following kinds of assignments: a reading response, a quiz, a class debate or other in-class group activity, and a set of discussion questions. For discussion questions, you are asked to post three questions about the course material to the online discussion board in Carmen. You will have four quizzes, five reading responses, and ten sets of discussion questions during the semester. You can see the grades of each of these assignments in the grading part of this syllabus.

Midterm Presentation

Every student will choose a topic of interest to research and present about. More detailed information about this assignment will be distributed and discussed in class.

Final Presentation

At the end of the semester, students will present their final research project (topic, sources, and findings) to the class. The presentation should last around 15 minutes (with time for a Question and Answer session) and include some audio/visual materials. More detailed information about this assignment will be distributed and discussed in class.

Final Exam

Final exam covers everything you have learned during the semester. More detailed information about final exam will be distributed and discussed in class.

Due Dates for Assignments and Examinations

- Midterm Presentation: Week 8
- Final Presentation: Week 16
- Discussion Question Posts will assigned during the semester.
- The dates of four quizzes are: quiz 1, week three; quiz 2, week 6; quiz three, week nine; quiz four, week fourteen.
- The dates of ten reading responses are the end of weeks 1, 3, 4, 6, 8, 9, 12, 13, 14, 15.
- Final exam: week 16 or 17

Supplementary Statements

I do not generally round up final grades more than half a percentage point. You are welcome to increase your grade by taking advantage of several Extra Credit opportunities that will be presented throughout the semester.

Incompletes: I prefer to avoid incompletes when possible, but sometimes you need one. You are required to request it before final exam week, be passing the course, and give good reasons.

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Disability policy: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292---3322.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu”

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COURSE SCHEDULE

PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW

- 1st Week Course Introduction
Geography of Iran, Iran in the Middle East
The Center of the Universe: The Geopolitics of Iran
Chapter 13 - Iran and the global vision
Chapter 14 - Iran and the United States
1st Reading Response
- 2nd Week History 1: Constitutional Revolution, and Reza Shah
A History of Modern Iran, Chapters 2 and 3, P. 30-96
- 3rd Week History 2: Muhammad Reza Shah’s White Revolution, The Islamic Republic
A History of Modern Iran, Chapters 5 and 6, P. 125-195
1st Quiz
2nd Reading Response

PART II. ISLAM, IRAN, AND THE ISLAMIC REPUBLIC OF IRAN

- 4th Week Secularization in Iranian Society
Media, Culture and Society in Iran, Chapter 13, P. 238.254
3rd Reading Response
- 5 & 6th
Weeks The Origins of Islamic Ideology and the Islamic Revolution
Introduction

Theology of Discontent, “Formative Forces of the ‘Islamic Ideology’”

Plagued by the West (Gharbzadegi): Jalal Al-e Ahmad
Theology of Discontent, “Jalal Al-e Ahmad: The Dawn of ‘Islamic Ideology’”

Returning to the [Authentic] Self (Bazgasht be Khishtan): Ali Sharati
Theology of Discontent, “Ali Sari’ati: The Islamic Ideologue Par excellence”

Guardianship of the Islamic Jurist (Vilayat-i Faghih): Ruhollah Khomeini
Theology of Discontent, “Ayatollah Khomeini: The Theologian of Discontent”

Theology of Discontent, “Conclusion: Dimensions of the ‘Islamic Ideology’”

2nd Quiz
4th Reading Response
- 7th Week The Structure of the Islamic Republic of Iran (1)
Who Rules Iran? Chapter 1, P. 1-77

- 8th Week The Structure of the Islamic Republic of Iran (2)
Who Rules Iran? Chapter 3, P. 121 - 199
Midterm Presentation
5th Reading Response
- 9th Week Religious Intellectualism, Globalization, and Social Transformation in Iran
Media, Culture and Society in Iran, Chapter 12, P. 223 - 237
3rd Quiz
6th Reading Response
- 10th Week **Spring Break! Happy Now Rooz!**
- 11 and
12th Week **PART III. THE THINKERS OF POST-REVOLUTIONARY IRAN**
Returning to Ancient IranShahr Civilization [Pre-Islamic Governing Style]:
Javad Tabatabai
“An Introduction to the History of Political Ideas in Iran” PDF
- Fundamentalism, Gender, and the Discourses of Veiling (Hijab): Fatemeh
Sadeghi
Media, Culture and Society in Iran, Chapter 11, P. 207 – 222
- Islam and the Characteristics of Iranian Culture: *Abdolkarim Soroush*
“The Three Cultures”, PDF
*Reason, Freedom, & Democracy in Islam: Essential Writings of ‘abdolkarim
Soroush*
- Iranian Intellectuals and the Problematic of the West: Ali Mirsepasi
"Religious Intellectuals and Western Critiques of Secular Modernity", PDF
7th Reading Response
- 13th Week **PART IV. NEW NONVIOLENT SOCIAL MOVEMENTS IN IRAN**
The Reformist Movement (1997 -2005)
Politics and Culture in Contemporary Iran, Chapter 9: “Iran's democratic
movements” by Abbas Milani, P. 270-291
- The Green Movement (2009 – 2011)
Politics and Culture in Contemporary Iran, Chapter 3: “Democracy after the
Green Movement” by Mehrangiz Kar, P. 150-165
8th Reading Response
- 14th Week Women’s Movements: One Million Signature, My Stealthy Freedom, White
Wednesdays, the Girls of Enghelab St
4th Quiz

9th Reading Response

PART V: GLOBALIZATION AND THE POLITICS OF MEDIA IN IRAN

- 15th Week The Politics of the Internet in Iran
Media, Culture and Society in Iran, Chapter 2, P. 37-56
Youth, Politics, and Media Habits in Iran
Media, Culture and Society in Iran, Chapter 3, P. 57-68
The Language of Rock: Iranian Youth, Popular Music, and National Identity
Media, Culture and Society in Iran, Chapter 4, P. 69-93
10th Reading Response
Presentation Proposal Due
- 16th Week **Final Presentations**

Final Exam Due:

Persian 3350
DOMESTIC CONFLICTS AND SOCIAL MOVEMENTS IN CONTEMPORARY
IRAN
GE Rationale – Global Studies

COURSE DESCRIPTION

This multi-disciplinary course is a journey through political, social, and intellectual history of Iran. Understanding the roots and consequences of the 1979 Islamic Revolution in Iran, the course will discuss intellectual interpretations of post-1979-revolution Iranian society, various new nonviolent social movements in recent two decades, and the role of globalization and media politics in contemporary Iran. Also, the course will explore the recent issues in Iran, such as the contrary simultaneous processes of religionization and secularization, the power structure of the Islamic Republic of Iran, and the importance of Iranian religion intellectualism. Finally, we will examine Iranian women's movements such as One Million Signature, My Stealthy Freedom, White Wednesdays, and the Girls of Enghelab St in this course.

Diversity: Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - a) Students learn about Iranian political culture, social movements in contemporary Iran, and the role of Iran-US conflict in this regard.
 - b) The readings for this course give students the opportunity to engage with historical, social, and intellectual challenges in post-1979-revolution Iran.
 - c) Quizzes, reading responses, short presentations, final presentation, and a final take-home exam are the written assignments for the course. Through assignments, I encourage students to understand differences and similarities between the socio-political culture of the United States and that of Iran.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - a) Students learn about historical, geographical, and intellectual aspects of Iranian society.
 - b) The readings give students a sight to understand one issue from the other's eye, e.g. how students can see and interpret social changes from the perspective of an Iranian.
 - c) The assignments give students the opportunity to look at their own culture in an informed and comparative way.

Persian 3350

DOMESTIC CONFLICTS AND SOCIAL MOVEMENTS IN CONTEMPORARY IRAN GE Rationale – Social Sciences

COURSE DESCRIPTION

This multi-disciplinary course is a journey through political, social, and intellectual history of Iran. Understanding the roots and consequences of the 1979 Islamic Revolution in Iran, the course will discuss intellectual interpretations of post-1979-revolution Iranian society, various new nonviolent social movements in recent two decades, and the role of globalization and media politics in contemporary Iran. Also, the course will explore the recent issues in Iran, such as the contrary simultaneous processes of religionization and secularization, the power structure of the Islamic Republic of Iran, and the importance of Iranian religion intellectualism. Finally, we will examine Iranian women's movements such as One Million Signature, My Stealthy Freedom, White Wednesdays, and the Girls of Enghelab St in this course.

Social Sciences

Expected Learning Outcomes:

1. Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a) This course is a unique opportunity for students to be able to apply a major sociological theory, Structuralism, in order to explain social changes. During the course, students require to analyze 1970s revolutionary crisis and the victory of the Islamic Revolution in Iran, as well as post-revolutionary social movements in Iran from the perspective of Structuralism as a sociological theory.
 - b) Beside Structuralism and in a lesser extent, students will be encouraged to read, analyze, and interpret the internal social, historical, Islamic and secular political thought and current social movements in Iran from the Social Conflict theory perspective.
 - c) Quizzes, reading responses, short presentations, final presentation and a final take-home exam will equip students with the tools to sociologically understand and analyze major currents of post-1979-revolutionary Iran.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - a) Students will examine differences and similarities in modern history of Iran (political and intellectual) and that of the United States.
 - b) Students will participate in class debates and discussions related in order to interpret contemporary lived experiences as informed by the history of Iran in global and international context.
 - c) Students analyze the function of social groups and individuals, including religious and secular intellectuals, during and after Iranian 1979 Islamic Revolution from a sociological perspective.
 - d) The assignments and class discussions will ask students to compare and describe major historical, social, and intellectual trends in post-1979-revolution Iran in a global context.

GE Assessment Plan for Diversity: Global Studies
Persian 3350 - Internal Conflicts and Social Movements in Contemporary Iran

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Quizzes, written assignments, short presentations, final presentation, and final take-home exam</p> <p><u>Indirect:</u> Student Self-Evaluation</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Quizzes, written assignments, short presentations, final presentation, and final take-home exam</p> <p><u>Indirect:</u> Student Self-Evaluation</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix A:
 Assessment Rubric for Proposed PRS 3XXX

Two examples of direct measures:

1. **Students will be given quizzes and written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* Does religious intellectualism support the institution of democracy in Iran?
 - b. *ELO 2 example question:* Compare the role of secular intellectuals in Iran and the United States. Explain their differences and similarities.

2. **Sample of the questions of final exam that will be used to assess achievement of ELO 1 and ELO 2.**
 These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.
 - a. *ELO 1 possible topic for research project:* What is the role of women’s movements in 21st century Iran? What are their consequences?
 - b. *ELO 2 possible topic for research project:* What is the most frequently usage of social media among American youth? Compare it with Iranian youth.

Appendix B:
 One Example for Student Learning-Self-Evaluation

1. Please select the response that best reflects your experience in this course.

As a result of this course I	Strongly agree	Agree	Disagree	Strongly disagree
Have developed skills that will help me to analyze, interpret, and evaluate the texts about contemporary history of Iran				

Please explain your answer.

GE Assessment Social Sciences. Persian 3350 - Internal Conflicts and Social Movements in Contemporary Iran

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<p><u>Direct:</u> Quizzes, written assignments, short presentations and final presentation, take-home final exam <u>Indirect:</u> Student self-evaluation</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years,</p>
<p><u>ELO 2</u> Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p><u>Direct:</u> Quizzes, written assignments, short presentations and final presentation, take-home final exam <u>Indirect:</u> Student self-evaluation</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix A: Assessment rubric for proposed PRS 3XXX

Two examples of direct measures:

1. **Students will be given quizzes and written assignments throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* From a Structuralist perspective, how do you interpret the Iranian 1979 Islamic revolution?
 - b. *ELO 2 example question:* What are the characteristics of 1997-2005 Reformist Movement in Iran?

2. **Questions from final exam will be used to assess achievement of ELO 1 and ELO 2.** These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.
 - a. *ELO 1 possible topic for research project:* Compare the 1979 Islamic Revolution in Iran from both Structuralist and Class conflicts perspectives.
 - b. *ELO 2 possible topic for research project:* Explain differences and similarities between religious and secular intellectuals in post-revolutionary Iran.

Appendix B:

One Example for Student Learning-Self-Evaluation

1. Please select the response that best reflects your experience in this course.

As a result of this course I	Strongly agree	Agree	Disagree	Strongly disagree
Have developed skills that will help me to analyze, interpret, and evaluate social movements from a sociological perspective				

Please explain your answer.