

Term Information

Effective Term Autumn 2019
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose that Persian 2704: Introduction to Persian Epic in Translation be changed to Persian 3704: Persian Epic in Translation.

What is the rationale for the proposed change(s)?

The adjustment addresses the absence of 3000-level Persian courses by moving a 2000-level topical course to a more appropriate level. With the retirement of our two Persian faculty members, we can no longer offer the upper division Persian literature and culture courses that used to be taught. That makes 3704 and the new course under development particularly important for Persian minors.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course will be one of the options for fulfilling the "Literature or Culture in Translation" course requirement for the Persian Minor program.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	3704
Previous Value	2704
Course Title	Persian 3704: Persian Epic in Translation
Previous Value	Introduction to Persian Epic
Transcript Abbreviation	Persian Epic
Previous Value	Intro Persian Epic
Course Description	An introduction, in English, to the Shahnameh of AbolQasem Ferdowsi.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	14 Week, 12 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 Prereq: English 1110 (110)
Exclusions Not open to students with credit for 374.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Literature

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

- A student who successfully completes the course will have acquired a thorough knowledge of the main narratives of the Shahnameh, as well as being aware of the cultural and historical context from which these narratives sprang.
- The student will have gained familiarity with one of the most important non-religious Middle Eastern texts, and in this way will also have achieved considerable insight into sources of contemporary Iranian cultural self-awareness.

Previous Value

Content Topic List

- Study of the epic genre in Persian literature
 - Comprehension of historical background of Persia
 - Introductory study, analysis and discussion of Shahnameh of AbolQasem Ferdowsi
- No

Sought Concurrence

Attachments

- Persian 3704.docx: Syllabus
(Syllabus. Owner: Smith, Jeremie S)
- Persian 3704 - GE Assessment Plan for Literature.docx: Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Jeremie S)

COURSE CHANGE REQUEST
3704 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/07/2018

Comments

- - Please change course title on the form in curriculum.osu.edu.
- The Panel will wish to see the GE assessment plan that goes with the updated version of the course. *(by Vankeerbergen,Bernadette Chantal on 09/27/2018 01:09 PM)*
- Syllabus has been updated with requested information. Proposed Changes to the Persian minor have been submitted to Bernadette Vankeerbergen. This includes the department minor advising sheet, and ASC minor sheet. *(by Smith,Jeremie S on 09/26/2018 09:51 AM)*
- If required for the major/minor in the department, a curricular map, indicating the role/place of this course within the plan is required. Also an indication of where the texts will be available is required. Finally, the committee might request more information on the syllabus regarding what is required for the various assignments/papers. *(by Heysel,Garett Robert on 08/14/2018 08:32 PM)*

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 03:56 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	08/14/2018 08:32 PM	College Approval
Submitted	Smith,Jeremie S	09/26/2018 09:51 AM	Submitted for Approval
Approved	Holub,Robert Charles	09/26/2018 10:03 AM	Unit Approval
Approved	Heysel,Garett Robert	09/26/2018 12:04 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/27/2018 01:09 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	10/02/2018 01:47 PM	Submitted for Approval
Approved	Holub,Robert Charles	10/02/2018 03:30 PM	Unit Approval
Approved	Heysel,Garett Robert	10/07/2018 09:03 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/07/2018 09:03 PM	ASCCAO Approval



Persian 3704

Persian Epic in Translation:

Myth, Memory, and History in the *Shahnameh*

TR 2:20-3:40pm, Mendenhall Laboratory 173
Instructor: Dr. Hadi Jorati

Contact: jorati.2@osu.edu, Hagerty Hall 322
Office Hours: By appointment

This course is about the Persian Book of Kings, *Shahnameh*, of the Persian poet Abulqasim Firdawsi. In this course we will explore major themes in the stories of the *Shahnameh* in the context of Persian political culture, and historical memories. The Persian Book of Kings combines mythical themes and historical narratives of Iran into a mytho-historical narrative, which has served as a source of national and imperial consciousness over centuries. At the same time, it is considered one of the finest specimen of Classical Persian literature and one of the world's great Epic Tragedies. It has had an immense presence in the historical memory and political culture of various societies from Medieval to Modern, in Iran, India, Central Asia, and the Ottoman Empire. Yet a third aspect of this monumental piece of world literature is its presence in popular story telling tradition and mixing with folk tales. As such, a millennium after its composition, it remains fresh and rife in cultural circles. We will pursue all of those lines in this course, as a comprehensive introduction to the text and tradition. Specifically, we will discuss the following in detail:

- The creation of *Shahnameh* in its historical context
- The myth and the imperial image in the *Shahnameh*
- *Shahnameh* as a cornerstone of “Iranian” identity.

COURSE MATERIAL:

- *Shahnameh* is available in English translation. Translation the of *Shahname* by Dick Davis is Required Reading for this course. Every week passages of the translation will be assigned. Class discussions revolve heavily upon the text, so it is important that you do the readings carefully.
- Other readings (book chapters, articles or encyclopedia entries) will be assigned weekly, and categorized as required reading or further reading. The student must have done the reading for a particular session prior to the meeting and come prepared. Bring copies of the assigned reading to class on paper, as they will be consulted during the lectures and quoted.

CLASS PARTICIPATION and PRESENTATION:

- Be sure to do the required readings before the meeting. Students are expected to engage in class discussions actively. Reading from the suggested readings will help you get a fuller grasp of the discussion, and enrich the experience of class participation for everybody. All participants in the class are expected to engage in class discussions actively. If you don't feel comfortable making a comment at first, you can always ask a question. You are expected to come to class ready to enter a conversation on the topic, and will be graded accordingly. If you find it difficult to engage in class discussions talk to me outside the class and we will find ways to include everybody in class conversations.
- There will be short writing assignments, as well as one short presentation by each student. The writing assignments are typically in the form of reading response or reflections on the assigned readings and class discussions. Topics will be announced in class accordingly.
- Each student must write a final paper on a topic of choice after consultation with the instructor. The topic of the final paper may be related to your in-class presentation. You may treat the in-class presentation as a chance to engage with a topic for your final paper so that you can write a better paper. It is important to present the material logically and coherently, show all work, and give all credit due with proper citation. This is your chance to really learn a lot about a specific topic of your choice within the purview of this class – make the most of it.

GRADING:

- Actively participation in class discussions (30%)
 - Writing assignments (30%)
 - The in-class presentation (10%)
 - Final paper (30%)
- Conversion to letter grade:
A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82,
C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E = 0-59

Required Reading:

Shahnameh, the Persian Book of Kings, trans. R. Davis, Penguin Classics, New York, 2007.

Available in Bookstores, and on Amazon:

https://www.amazon.com/Shahnameh-Persian-Kings-Penguin-Classics/dp/0143108328/ref=sr_1_1?ie=UTF8&qid=1536845087&sr=8-1&keywords=shahnameh+davis

Supplemental Bibliography:

Arberry, A.J., *Classical Persian Literature*, Allen and Unwin Press, 1958.

Brend, B. and Melville, C. *Epic of the Persian Kings: The Art of Ferdowsi's Shahnameh*, I.B. Tauris, 2010. Curtis, V.S. and Stewart (ed.), S. *The Rise of Islam (vol. iv): The Idea of Iran*, I.B. Tauris, 2009.

Davidson, O. *Poet and Hero in the Persian Book of Kings*, Cornell University Press, 1994. Davis, R. *Epic and Sediton: A Case of Ferdowsi's Shahnameh*, Mage Publishers, 1992.

Kreyenbroek, P.G. and Marzolph, U. (eds.), *Oral Literature of Iranian Languages*, I.B. Tauris, 2010.

Melville, C. (ed.) *Shahnama Studies I*, Brill, 2011.

Ringgren, H. *Fatalism in Persian Epics*, Uppsala: Lundequista bokhandeln, 1952.

Schimmel, Annemarie, *A Two-colored Brocade*, The University of North Carolina Press, 1992.

Shahbazi, S. *Ferdowsi: A Critical Biography*, Mazada Publishers, 1991, paperback 2010.

Various articles from *The Cambridge History of Iran*, as well as *Encyclopaedia Iranica*, available online at: www.iranicaonline.com

Tentative Schedule:

Week 1. Introductions, and Class Organization. Historical Background

Module 1. Ferdowsi and his time

Shahbazi, Ferdowsi, ch. 2-4 (pp. 30-75)

EIr: Ferdowsi: i. life (Djalal Khaleghi-Motlagh)

Lazard, G. "The rise of the new Persian Language," *Cambridge History of Iran*, vol. 4, ch. 19.

Module 2. Myth, Memory and History

Davis (trans.) *Shahnameh*, Intro. xiii-xvii

Davis, "The *Shahnameh* as world literature," *Epic of the Persian Kings*, Brend and Melville eds. 23-30

Davidson, *Poet and Hero*, 1-28

Module 3. Sasanian Memory and Shaping of a Mytho-Historical Past

Shahbazi, *Ferdowsi*, chap. 5-6 (77-137)

Davis, *Epic and Sediton*, chap. 1 (3-26)

Yarshater, E. "Iranian National History," *Cambridge History of Iran*, vol. 3, ch. 10(b),

Kennedy, H. "Survival of Iranianness," *The Idea of Iran*, eds. Curtis, Stewart, 13-29.

Module 4. The Cycle of Justice I: Jamshid's Reign and Zahhak's Revolt

Davis (trans.), *Shahnameh*, 1-27

Yarshater, E. "Iranian National History," *The Cambridge History of Iran*, vol. 3, ch.

10(b) EIr: "Jamshid" ii. In *Persian Literature* (M.Omid-Salar)

Module 5. The Cycle of Justice II: Zahhak's Reign and Kaveh's Revolution

Davis, *Epic and Sediton*, ch. 2 (pp. 27-35)

H. Ringgren, *Fatalism in Persian Epics*, pp. 5-24

EIr: "Jamshid" i. Myth of Jamshid (P. O. Skjaervo).

Module 6. The Origins of 'Vengeance' *Kiin*: Succession to Faridun.

Davis (trans.) *Shahnameh*, 28-62

Yarshater, E. "Iranian National History," *The Cambridge History of Iran*, vol. 3, ch.

10(b) Ringgren, *Fatalism in Persian Epics*, 24-48

Module 7. Iranian Imperial Structure: Center and Periphery

Davis (trans.) *Shahnameh*, 63-133

Yarshater, E. "Iranian National History," CHIr, vol. 3, ch. 10 (b)

Module 8. Center and Periphery: Rostam and the House of Sam

Davis (trans.) *Shahnameh*, 63-133

Davis, *Epic and Sedition*, pp. 35-108

Davidson, *Poet and Hero*, 95-109

Module 9. Father-Son Rivalry: Tragedy of Sohrab

Davis (trans.) *Shahnameh*, 174-280

Davis, *Epic and Sedition*, 108-28

Davidson, *Poet and Hero*, 128-41

Module 10. Futility of Power: Tragedy of Siyavash

Davis (trans.) *Shahnameh*, pp. 345-68

Davis, *Epic and Sedition*, 128-66.

Yarshater, E. "Iranian National History," (E. Yarshater), CHIr, vol. 3, 10 (b), II (440-53, 461-70)

Module 11. State and Religion: Prince Esfandiyar and Zoroastrian Mission

Davis (trans.), *Shahnameh*, trans. Davis, 369-439 (selected passages)

Duchesne-Guillemin, J. "Religion and Politics under the Sasanians," CHIr, vol. 3 ch. 23, pp. 874-81

Module 12 Reception and Reflection: *Shahnameh* in other lands and other times

Brend, "The tradition of illustration," *Epic of the Persian Kings*, 31-54.

Marzolph, "The last Qajar Shahnama: The Shahnama-yi Bahaduri," *Shahnama Studies*, I, 259-76.

EIr: "Shah-nama translation into Turkish," (O. G. .zgüdenli)

EIr: "Demotte Shah-nama," (P. P. Soucek)

Module 13. Reception and Reflection: *Shahnameh* as performing arts (naqqali, dastanguyi)

Yamamoto, K. "Naqqali: Professional Iranian Storytelling," *Oral Literature of the Iranian Languages*, 240-57

EIr: “Dastan-sara’I (story-telling),” (W. Hanaway)

EIr: “Zariri, Abbas,” (J. Doostkhah)

Supplementary Statements

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.

**GE Assessment Plan for Literature.
Persian 3704 Persian Epic in Translation**

<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 analyze, interpret, and critique significant literary works.</p>	<p><u>Direct:</u> Writing assignments and in-class presentation <u>Indirect:</u> Student opinion survey</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” or “strongly 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.</p>
<p><u>ELO 2</u> Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</p>	<p><u>Direct:</u> Writing assignments and in-class presentation <u>Indirect:</u> Student opinion survey</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” or “strongly agree” from students at the end of the semester</p>	<p>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 TO ASSESSMENT RUBRIC FOR PROPOSED Persian 3704

Example of Direct Measures:

1. **Students will be given short writing 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 - Students analyze, interpret, and critique significant literary works.*

Sample question: Persian Epics have sometimes been described as “fatalistic”, in what way does the reading assigned for this week confirm or challenge this notion?

- b. *ELO 2 - Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.*

Sample question: In what ways does the *Shahnameh* exemplify values that came to be known as integral to “Iranianness”?

Indirect Measure:

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Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

1. Students analyze, interpret, and critique significant literary works.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: