

Term Information

Effective Term Spring 2020
[Previous Value](#) Summer 2012

Course Change Information

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

The course title and description are being updated to reflect a broader focus. We are also adjusting the GEs for which the course will meet to better match the course content.

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

We believe the course will be more appealing to students because the title and description better encompasses the content of the course and broadening the GE categories the course completes broadens the pool of potential students.

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 has previously met requirement for the Islamic Studies Major and will continue to do so in the revised major. It will also meet elective requirements in the newly proposed Islamic Studies minor.

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	Near Eastn Lang and Cultures
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3201
Course Title	Muslims in America and Europe: Migration and Living Between Worlds
Previous Value	Islam in the United States
Transcript Abbreviation	Islam in the US/EU
Previous Value	Islam in the US
Course Description	What does it mean to live as modern Muslims in western societies? How do they cope with prejudice, Islamophobia, traditions, integration, war, migration, and new opportunities? We explore the experiences of religious minorities in the U.S. and Europe for Muslims whose families are originally from the Arab world, Iran, South Asia, Turkey, Southeast Asia, and Central Asia.
Previous Value	An examination of the main elements of Islamic belief as well as the particular characteristics of each major Islamic group in the United States.
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	
Exclusions	Not open to students with credit for 341.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	38.0205
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Individual and Groups; Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Previous Value

*General Education course:
Culture and Ideas
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	<ul style="list-style-type: none">• Students analyze and interpret major forms of human thought, culture, and expression• Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.• Students learn to interpret critically Islamic beliefs, thought and practices.• Students read and interpret critically a diverse range of Islamic texts and material artifacts.• Students demonstrate familiarity with Islamic cultures and communities in the past and present.
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Previous Value

Content Topic List	<ul style="list-style-type: none">• Main elements of Islamic belief• Introductory history of Islam• Compare and contrast particular characteristics of major Islamic groups in the United States and Europe• Important social, economic, and cultural trends in recent history of Islam in the United States and Europe
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COURSE CHANGE REQUEST
3201 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/23/2019

Previous Value

- [Main elements of Islamic belief](#)
- [Introductory history of Islam](#)
- [Compare and contrast particular characteristics of major Islamic groups in the United States](#)
- [Important social, economic, and cultural trends in recent history of Islam in the United States](#)

Sought Concurrence

No

Attachments

- NELC 3201, DiversityUS GEAssessmentPlan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- NELC 3201, RationaleDiversity.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- NELC 3201, RationaleSocialSciences.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- NELC 3201, SocialSciencesIndivGroup GEAssessmentPlan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- NELC 3201, SYLLABUS, MuslimsEuropeAmerica, Liu.docx: Syllabus
(Syllabus. Owner: Smith,Jeremie S)

Comments

- We previously submitted this course change and were asked to provide new Assessment Plans. We decided that we would propose new GE categories rather than retain the previously approved GE and so attached Assessment Plans and Rationale for both new GE categories here. *(by Smith,Jeremie S on 03/22/2019 04:41 PM)*
- Please include GE assessment plan that applies to this revised version of the course. *(by Vankeerbergen,Bernadette Chantal on 09/18/2018 02:27 PM)*
- I wonder if the rationale for the GE category has changed given the course description change. There is no GE rationale statement but this might be grandfathered (not sure) *(by Heysel,Garett Robert on 09/13/2018 07:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	09/08/2018 10:51 AM	Submitted for Approval
Approved	Holub,Robert Charles	09/08/2018 11:25 AM	Unit Approval
Approved	Heysel,Garett Robert	09/13/2018 07:09 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/18/2018 02:28 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	03/22/2019 04:41 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/22/2019 04:55 PM	Unit Approval
Approved	Heysel,Garett Robert	03/23/2019 09:36 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/23/2019 09:36 AM	ASCCAO Approval

Near Eastern Languages & Cultures (NELC) 3201
Muslims in America and Europe: Migration and Living Between Worlds
The Ohio State University, Spring 2020

Associate Professor Morgan Y. Liu
Office: Hagerty Hall 331
Office Hours: (TBA)
Email: liu.737@osu.edu

Course Description:

What does it mean to live as modern Muslims in western societies? How do they cope with prejudice, Islamophobia, traditions, integration, war, migration, and new opportunities? We explore the

experiences of religious minorities in the U.S. and Europe for Muslims whose families originate from the Arab world, Iran, South Asia, Turkey, Southeast Asia, and Central Asia.



This course is a multi-disciplinary introduction to Muslim diasporic communities in western countries. It considers historical and structural forces driving migration and settlement, on one hand; and personal negotiations of cultures, identities, and experiences, on the other. **Main course themes** include the historical, economic, and political conditions for overseas mobility and migration; understanding culture, values, and cultural differences; understanding Islamic belief and practice; tensions between traditions and modern life; considering whether America is (or should be) a melting pot or multicultural society; the importance of (extended) family and generations; ideas about authority and freedom; the meanings of citizenship and national belonging; migration

and refugees as a global problem; explaining Islamic radicalism.



Course materials consist of auto-biographies, news articles, films, novel excerpts, graphic novels, web resources, and analytical pieces. Students also work for much of the semester on a small group project of their choosing relevant to course themes. Projects could focus on particular immigrant communities, an ethnic festival or event (pictured below), historical migration trends, a collection of novels and

films, immigration laws and politics, interviews with community members or an organization, or a visit to and report about an institution like the Arab American Museum in Dearborn, Michigan (pictured above). The group projects conclude with student presentations near the end of the semester, whose topics I will re-integrate into the main course themes. **Class formats** include lectures, discussions, debates, film (and possibly event) viewing, and student presentations.

General Education Fulfillment:

This course is intended to satisfy the GE requirements for **Social Science: Individuals and Groups**; and for **Diversity: Social Diversity in the United States**. This course also meets requirements for the major in Islamic Studies, the Department of NELC.



GE Social Science

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the

processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

- Individuals and Groups
 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.
 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

GE Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- Social Diversity in the United States
 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Readings:

You are required to purchase the following text. Other required readings will be posted to our Carmen course site.

Hamid, Mohsin. 2017. *Exit west : a novel*. New York: Riverhead Books.

Dumas, Firoozeh. 2003. *Funny in Farsi : a memoir of growing up Iranian in America*. New York: Villard Books, Random House Publishing.

Graded Assignments:

Attendance and Participation	15%
Weekly Assignments (10)	20%
Online Discussion Posts (5)	10%
Midterm Proposal and Bibliography	20%
Class Presentation	10%
Final Research Project	25%

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)

Attendance and Participation

Your presence and full engagement are key to doing well in the course. Please keep absences to a minimum. When you are in class, please be fully present. For each week of classes that you do so, you will earn a point. 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 (10)

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, a written reflection on the material or discussion, a brief analysis of a current new story. Each of these assignments is worth 2 points. Details regarding the requirements of the assignment will be distributed in advance.

Online Discussion Posts (5)

Five times this semester, you are asked to post a question or comment about the course material to the online discussion board in Carmen. For every post, you can earn up to 1 point; for every substantial response you make on another student's post, you can earn up to 1 more point (2 points total).

Midterm Proposal and Bibliography

Every student will choose a topic of interest to research and write about. The midterm proposal will summarize the topic, what you hope to learn about it, and the sources you will use. More detailed information about this assignment will be distributed and discussed in class. NOTE: If you feel that you would get more out of this assignment by creating an artistic or other kind of project instead of a written paper, please discuss your idea with me and we will work it out.

Class 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.

Final Research Project

The final research project is a 12-15 page research paper, including the bibliography. More detailed information about this assignment will be distributed and discussed in class. NOTE: If you feel that you would get more out of this assignment by creating an artistic or other kind of project instead of a written paper, please discuss your idea with me and we will work it out.

Other Policies and Information:

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/>).

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.

CAVEATS AND DISCLAIMERS

I have intentionally chosen readings & films that offer a range of different interpretations and viewpoints, some of which argue against each other. The points of view expressed in the course material do not necessarily reflect my views or those of the University. This course is not trying to advocate any particular political or religious point of view, or to evaluate the rightness of official policy. Rather, we are trying to understand Muslims in western societies, whom we will listen to but not necessarily agree with. Our common task is to evaluate everything thoughtfully, because an opinion you disagree with is instructive to all of us. You are NOT required to agree with what you read or hear (including from me), but I DO ask that you give every idea careful consideration and respect for those expressing them. You are welcome to argue for your own point of view in a constructive manner. You will be graded not for which side you take, but how well you argue for it (using well-documented facts, materials from our course, methodical argument, etc.). This applies to what you say in class and what you write in your assignments.

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.

Course Calendar:

This schedule is subject to change with notice from the instructor. Schedule is organized below by Week #.

Part I: Quick start on Course's Central Issues

1. Belonging & Citizenship: *Who is a "true" American? How do minority cultures fit in U.S. society?*

1.1. Reading, excerpts from Na'im, 'Abd Allāh Aḥmad. 2011. *Muslims and global justice*. Philadelphia: University of Pennsylvania Press.

2. Islam: *What do Muslims believe and practice?*

2.1. Reading: excerpts from Ramadan, Tariq. 2017. *Introduction to Islam*. New York, NY: Oxford University Press.

3. Culture & Heritage: *What is proper role of traditions and religion in a modern democratic society?*

- 3.1. Reading: excerpts from Ramadan, Tariq. 2004. *Western Muslims and the future of Islam*. Oxford ; New York: Oxford University Press.
- 3.2. Reading: excerpts from Na'im, 'Abd Allāh Aḥmad. 2014. *What is an American Muslim? : embracing faith and citizenship*. New York: Oxford University Press.

Part II: Relevant Recent History

4. Muslim Migration to the West: *Who, where, when, why did they get there?*

- 4.1. Reading: excerpts from Wikan, Unni. 2002. *Generous betrayal : politics of culture in the new Europe*. Chicago: University of Chicago Press.
- 4.2. Reading: excerpts from Goldschmidt, Arthur, and Aomar Boum. 2016. *A concise history of the Middle East*. Eleventh edition. ed. Boulder, CO: Westview Press, a member of the Perseus Books Group.

5. America & Europe in the 20th-21st centuries: *Why are Muslim communities a charged social & political issue in the West after 9/11?*

- 5.1. Reading: excerpts from Calhoun, Craig J., Paul Price, and Ashley S. Timmer. 2002. *Understanding September 11*. New York: W.W. Norton.
- 5.2. Reading: excerpt from Mamdani, Mahmood. 2005. *Good Muslim, bad Muslim : America, the Cold War, and the roots of terror*. 1st Three Leaves Press ed. New York: Three Leaves Press.
- 5.3. Reading: excerpt from Cesari, Jocelyne. 2004. *When Islam and democracy meet : Muslims in Europe and in the United States*. 1st ed. New York: Palgrave Macmillan.

Part III: Revealing Cases

6. Iranian Americans: *What have Iranians left behind in the Islamic Republic of Iran since 1979?*

- 6.1. Film Viewing in Class: 2014. *The Iranian Americans*. Edited by Humanities Films for the Sciences, Group Films Media and Productions Two Cats. New York: Films Media Group.
- 6.2. Reading (this week and next): Dumas, Firoozeh. 2003. *Funny in Farsi : a memoir of growing up Iranian in America*. 1st ed. New York: Villard Books, Random House Publishing.

7. Muslim Americans: *What are the funny and tragic aspects of fitting into American society?*

- 7.1. Viewing in Class: 2018. *The Persian Connection*. Edited by Daniel filmmaker Grove, Distributor Kanopy and Distributor Samuel Goldwyn Films. [San Francisco, California, USA] :: Kanopy Streaming, Samuel Goldwyn Films.
- 7.2. Reading: excerpts from Ewing, Katherine Pratt. 2008. *Being and belonging : Muslims in the United States since 9/11*. New York: Russell Sage Foundation.
- 7.3. Reading: excerpt from Dumas, Firoozeh. 2008. *Laughing without an accent : adventures of an Iranian American, at home and abroad*. 1st ed. New York: Villard Books, Random House Publishing.

8. Arab Youth in the U.S.: *Why is it so hard coming of age as a Muslim teen?*

- 8.1. Reading: excerpts from O'Brien, John. 2017. *Keeping it halal : the everyday lives of Muslim American teenage boys*. Princeton ; Oxford: Princeton University Press.

9. Arabs in France: *Why are they not seen as "French Arabs", and why is that difference crucial for France today?*

- 9.1. Film Viewing in Class: Cantet, Laurent. 2009. *Entre les murs (The class)*. Culver City, CA: Sony Pictures Home Entertainment.
- 9.2. Reading: excerpt from, Bowen, John Richard. 2010. *Can Islam be French? : pluralism and pragmatism in a secularist state, Princeton studies in Muslim politics*. Princeton: Princeton University Press.

Part IV: Focus on Issues

10. Islamo-anxiety: *Why are Americans and Europeans worried about Muslims in their midst?*

- 10.1. Reading: excerpts from Esposito, John L., and Natana DeLong-Bas. 2018. *Shariah: what everyone needs to know*. Oxford: Oxford University Press.
- 10.2. Reading: excerpts from Bowen, John R. 2016. *On British Islam : religion, law, and everyday practice in shari'a councils, Princeton studies in Muslim politics*. Princeton; Oxford: Princeton University Press.

11. Muslim Alternatives: *Should I integrate, segregate, get political, or what?*

- 11.1. Film Viewing in Class: Manji, Irshad, and Ian McLeod. 2007. *Faith without fear*. Edited by Leo Producer Eaton, Ian Director Author of screenplay McLeod, Gordon Producer Henderson, Silva Producer Basmajian, Irshad Author of screenplay Manji, Robert Host MacNeil, Bruce Composer Fowler, T. V. Weta and P. B. S. Home Video, *America at a crossroads*. United States: Distributed by PBS Home Video.

- 11.2. Reading: Gewen, Barry. 2008. "Muslim Rebel Sisters: At Odds With Islam And Each Other." *The New York Times*, 2008/04/27/, 3(L). Accessed 2018/6/6/.
<https://nyti.ms/2oCfSh0>
- 11.3. Reading: excerpts from Hirsi Ali, Ayaan. 2010. *Nomad : from Islam to America--a personal journey through the clash of civilizations*. 1st Free Press hardcover ed. New York: Free Press.
- 11.4. Reading: Krauss, Clifford. 2003. "An Unlikely Promoter of an Islamic Reformation." *The New York Times*, 2003/10/04/, A4. Accessed 2018/6/6/.
<http://link.galegroup.com/apps/doc/A108501693/AONE?u=colu44332&sid=AONE&xid=b05e44b6> <https://nyti.ms/2xOwvel>
- 11.5. Reading: excerpts from Manji, Irshad. 2004. *The trouble with Islam : a Muslim's call for reform in her faith*. 1st U.S. ed. New York: St. Martin's Press.

Part V: Probing Deeper into Western Muslim Experience

12. Migration and Adaptation through Fiction: *What does a novel reveal about the complexities of the refugee experience?*

- 12.1. Reading: (this week and next) Hamid, Mohsin. 2017. *Exit west : a novel*. New York: Riverhead Books.
- 12.2. Reading: Perez-Pena, Richard, and Tanzina Vega. 2014. "Brandeis Cancels Plan to Give Honorary Degree to Rights Advocate, a Critic of Islam." *The New York Times*, 2014/04/09/, A10(L). Accessed 2018/6/6/. <https://nyti.ms/PPh2jD>

13. Migration and Adaptation through Fiction – 2

14. “Native” European Muslims: *Bosnia and what does it mean to be a white European Muslim community for centuries?*

- 14.1. Film Viewing in Class: Christie, Debbie. 1993. *We are all neighbours*. edited by Tone Bringa, director producer Christie. London.
- 14.2. Film Viewing in Class: Bringa, Tone, and Peter Loizos. 2001. *Returning home: revival of a Bosnian village*. edited by Tone Bringa, Peter Loizos and Ireland Royal Anthropological Institute of Great Britain. London, UK
- 14.3. Reading: excerpts from, Bringa, Tone. 1995. *Being Muslim the Bosnian way : identity and community in a central Bosnian village, Princeton studies in Muslim politics*. Princeton, N.J.: Princeton University Press.

15. Student Project Presentations: *What have you discovered with your own independent research?*

GE Rationale – Social Diversity in the United States

Near Eastern Languages & Cultures (NELC) 3201

Muslims in America and Europe: Migration and Living Between Worlds

COURSE DESCRIPTION

This course is a multi-disciplinary introduction to Muslim diasporic communities in western countries. It considers historical and structural forces driving migration and settlement, on one hand; and personal negotiations of cultures, identities, and experiences, on the other. Main course themes include the historical, economic, and political conditions for overseas mobility and migration; understanding culture, values, and cultural differences; understanding Islamic belief and practice; tensions between traditions and modern life; considering whether America is (or should be) a melting pot or multicultural society; the importance of (extended) family and generations; ideas about authority and freedom; the meanings of citizenship and national belonging; migration and refugees as a global problem; explaining Islamic radicalism.

Diversity: Social Diversity in the United States

Expected Learning Outcomes:

- 1) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 - a) The course is centrally concerned about characterizing and making sense of the meanings of ethnicity and religion for American Muslims. But it is also integrally concerned about gender, sexuality, class, race, and disability, especially as those intersect with ethnic-religious identity.
 - b) One topic we discuss is, in what “races” should Arabs, Turks, Iranians, Indonesians, and South Asians be properly categorized? How is the very notion of race in America problematic, especially as applied to various Muslim communities?
- 2) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
 - a) A key aim of this course is to build an appreciation for Muslims as an integral part of American diversity. This is an aspect of U.S. demography that is not as much discussed as others are, but has gained much prominence, though not always based on fact, at least since 9/11. One goal of this course is to assess the place of Muslims in America in an evidence-based manner.

- b) A recurring theme of this course is the role of ethnic and religious tradition in the United States of America. We discuss, can old traditions and a religion that makes absolute truth-claims have a productive place in a modern, pluralistic, and democratic society such as the U.S.? What does that proper place look like?
- c) Tolerance, mutual respect, and equality based on actual knowledge and cultural understanding form a key topic of this course. We discuss, are Islamic values consistent with democracy and social tolerance? Can an historically Protestant-majority society like America be tolerant of Muslims, especially given 9/11, global terrorism, and other world events such as mass refugees from Muslim-majority nations?
- d) We also ponder: why should social diversity in America more than something to be tolerated, but also valued as a source of multiple viewpoints, creativity, and positive innovation in a modern society like the U.S.?

GE Rationale – Social Sciences

Near Eastern Languages & Cultures (NELC) 3201

Muslims in America and Europe: Migration and Living Between Worlds

COURSE DESCRIPTION

This course is a multi-disciplinary introduction to Muslim diasporic communities in western countries. It considers historical and structural forces driving migration and settlement, on one hand; and personal negotiations of cultures, identities, and experiences, on the other. Main course themes include the historical, economic, and political conditions for overseas mobility and migration; understanding culture, values, and cultural differences; understanding Islamic belief and practice; tensions between traditions and modern life; considering whether America is (or should be) a melting pot or multicultural society; the importance of (extended) family and generations; ideas about authority and freedom; the meanings of citizenship and national belonging; migration and refugees as a global problem; explaining Islamic radicalism.

Social Sciences

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a) The course's readings and lectures draw from studies in cultural anthropology, sociology, and American studies concerning the social dynamics of immigrant communities in western industrialized nation-states, such as the U.S. and western Europe.
 - b) Conceptual frameworks that will be taught will include theories of ethnicity, ethnic boundary marking and guarding, essentialist and non-essentialist understandings of identity, and performative theories of ethnicity and religion.
 - c) Some students will undertake ethnographic field projects for their term projects. They will be taught and mentored on basic participant observation, interview, and analysis methods.
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) The course considers historical and structural forces driving migration and settlement, on one hand; and personal negotiations of cultures, identities, and experiences, on the other.

- b) The dilemmas about integration or keeping cultural-religious distinction will be explored through ethnography, journalism, novel, and film.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

- a) Class lectures and discussions consider issues of ethnic and religious identity, and debates about the proper place of religion and traditions in a modern democratic society.
- b) The beliefs and practices of the Islamic religion will be considered with respect to dominant western societal values of individualism and freedoms. In particular, the social and economic roles of women and men will be considered.

GE Assessment Plan - Social Diversity in the United States

Near Eastern Languages & Cultures (NELC) 3201

Muslims in America and Europe: Migration and Living Between Worlds

<p style="text-align: center;">GE Expected Learning Outcomes</p>	<p style="text-align: center;">Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p style="text-align: center;">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 style="text-align: center;">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 describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<p><u>Direct:</u> Embedded questions at each stage of writing of term research paper.</p> <p><u>Indirect:</u> Student opinion survey</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, 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>
<p><u>ELO 2</u></p> <p>Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p><u>Direct:</u> Embedded questions at each stage of writing of term research paper.</p> <p><u>Indirect:</u> Student opinion survey</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>	

Appendix: Assessment Rubric for (NELC) 3201: Muslims in America and Europe

Two examples of direct measures:

1. Students have to write a research paper for the term, and questions will be embedded at each stage of the writing process over the semester. The outline, draft, and final version of the research paper will be assessed 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 questions: *In your project, how do you approach ethnicity, religion, and identity of the people that you are investigating and writing about? What roles do ethnic and religious identity play in the lives of the people you are investigating and writing about?*
- b. ELO 2 example questions: *What particular insights does your project give about the proper place of ethnic traditions and religion in a modern democratic society? In what ways, if any, is a society made more dynamic, productive, creative, or just with the presence of such diverse communities?*

Indirect measure:

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.

Diversity: Social Diversity in the United States ELO 1

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Social Diversity in the United States ELO 2

Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

**GE Assessment Plan - Social Sciences: Individuals and Groups
Near Eastern Languages & Cultures (NELC) 3201**

Muslims in America and Europe: Migration and Living Between Worlds

<p style="text-align: center;">GE Expected Learning Outcomes</p>	<p style="text-align: center;">Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p style="text-align: center;">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 style="text-align: center;">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 understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<p><u>Direct:</u> Embedded questions at each stage of writing of term research paper. <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” 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</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> Embedded questions at each stage of writing of term research paper. <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” from students at the end of the semester</p>	<p>for the first two years, 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>
<p><u>ELO 3</u> Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<p><u>Direct:</u> Embedded questions at each stage of writing of term research paper. <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” from students at the end of the semester</p>	

Appendix: Assessment Rubric for NELC 3201:

Two examples of direct measures:

1. **Students have to write a research paper for the term, and questions will be embedded at each stage of the writing process over the semester. The outline, draft, and final version of the research paper will be assessed their improvement with respect to ELO 1, ELO 2, and ELO 3. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**

Example questions include:

- a. ELO 1 example questions: *In your project, how do you approach ethnicity, religion, and identity of the people that you are investigating and writing about? What roles do ethnic and religious identity play in the lives of the people you are investigating and writing about?*
- b. ELO 2 example question: *In your project, what historical and structural factors are at play? How are individuals negotiating or living with those factors?*
- c. ELO 3 example questions: *What particular insights does your project give about the proper place of ethnic traditions and religion in a modern democratic society? In what ways, if any, is a society made more dynamic, productive, creative, or just with the presence of such diverse communities?*

Indirect measure:

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.

Social Sciences: Individuals and Groups ELO 1

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Social Sciences: Individuals and Groups ELO 2

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.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Social Sciences: Individuals and Groups ELO 3

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: