

## Term Information

Effective Term Spring 2020

## General Information

Course Bulletin Listing/Subject Area Near Eastrn Lang and Cultures  
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367  
Course Title Islam & Muslims in Global Perspective  
Transcript Abbreviation Islam/Global Lens  
Course Description This course is a close-up introduction to Muslim communities and Islamic practice in global context. The goal is to look at the world from the perspective of Muslims living in a wide variety of different places and situations. It is also to think together about issues of current urgency in the world today.  
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 English 1110.01 or equiv.  
Exclusions  
Electronically Enforced Yes

## 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:  
Level 2 (2367); Individual and Groups

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will have a basic understanding of Muslim communities and Islamic practice in global context
- Students will become familiar with perspectives of Muslims living in a wide variety of different places and situations
- Students will understand several approaches to understanding religion, identity, modernity, and society
- Students will gain experience making clear arguments (in writing and speech) demonstrated by evidence and reasoning, and increasing their capacity to discuss the complexities and nuances of human affairs

### **Content Topic List**

- Islam
- Religion
- Muslim
- Global Studies
- Ritual
- Islamophobia
- Society
- Sharia
- Identity

### **Sought Concurrence**

No

## Attachments

- NELC 2367.02, Communication2 GEAssessmentPlan.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- NELC 2367.02, RationaleSocialSciences.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- NELC 2367.02, RationaleWritingCommunication2.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- NELC 2367.02, SocialSciencesIndivGroup GEAssessmentPlan.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- NELC 2367.02, SYLLABUS, IslamGlobalPerspective, Liu.docx: Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*

## Comments

**COURSE REQUEST**  
2367 - Status: PENDING

Last Updated: Heysel, Garrett Robert  
04/04/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith, Jeremie S	03/29/2019 09:52 AM	Submitted for Approval
Approved	Holub, Robert Charles	03/29/2019 09:59 AM	Unit Approval
Approved	Heysel, Garrett Robert	04/04/2019 01:20 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/04/2019 01:20 PM	ASCCAO Approval

**Near Eastern Languages & Cultures (NELC) 2367.02**  
**Islam & Muslims in Global Perspective**  
**The Ohio State University, Spring 2020**

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

**Course Description:**

What does it mean to live as Muslims in the world today? What challenges do they face with practicing religion in a modern world, balancing traditions and youth culture, doing ethical business in a global economy, or living with prejudice in a pluralistic society? Why perform religious rituals? Will American Muslims always be treated as foreigners? What is it like living in an Islamic state? Does Islam make good business sense? Do Muslim women need “saving” from oppression? We explore the experiences of Muslims around the world: U.S., Saudi Arabia, Iran, Indonesia, Bulgaria, and others.





This course is a close-up introduction to Muslim communities and Islamic practice in global context. The goal is to look at the world from the perspective of Muslims living in a wide variety of different places and situations. It is also to think together about issues of current urgency in the world today: what Sharia is; the meanings of Islamic ritual; Islamophobia and racism; what happens when a government tries to force the people to be religious; why many Muslims worldwide are becoming more religious; if Islam is linked to good business; whether women's rights are universal or cultural; whether the Muslim world and the western world inherently "clash". We learn approaches to understanding religion, identity, modernity, and society.



**Course materials** are organized around Themes, reflecting the concerns mentioned above. Each Theme consists of reading book excerpts, watching a film, and writing an Essay or making a Group Oral Presentation about the book and film. There are no exams or quizzes. We devote about three weeks to each Theme.

**Class formats** include lectures, discussions, debates, film viewing, and student presentations. Because this is a Writing and Communication 2 GE course, it emphasizes making clear arguments (in writing and speech) demonstrated by evidence and reasoning, and increasing our capacity to discuss the complexities and nuances of human affairs. You will get feedback on your writing mechanics, style, organization, reading comprehension, and argument.



## **General Education Fulfillment:**

This course is intended to satisfy the GE requirements for **Social Science: Individuals and Groups**; and for **Writing and Communication 2, the “second writing course”**. It also meets requirements for the major in Islamic Studies (in the Department of Near East Languages and Cultures).

### **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 Writing and Communication 2**

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

*Expected Learning Outcomes:*

1. Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

## **Readings:**

You are required to secure access to the following texts. They are available as free e-books on the OSU Library website, or as print copies on reserve at the Thompson Library. You can also purchase your own print or e-book copy on Amazon on your own. We will read selected excerpts from these books, and the Course Calendar below will

specify which parts to read when. Other required readings will be posted as PDFs to our Carmen course site.

Abu-Lughod, Lila. 2013. *Do Muslim women need saving?*: Harvard University Press.

Ghodsee, Kristen Rogheh. 2010. *Muslim lives in Eastern Europe : gender, ethnicity, and the transformation of Islam in postsocialist Bulgaria*. Princeton: Princeton University Press.

Grewal, Zareena. 2014. *Islam is a foreign country : American Muslims and the global crisis of authority*. New York: New York University Press.

Hammoudi, Abdellah, and Pascale Ghazaleh. 2006. *A season in Mecca : narrative of a pilgrimage*. New York: Hill and Wang.

Khosravi, Shahram. 2008. *Young and defiant in Tehran*. Philadelphia: University of Pennsylvania Press.

Mamdani, Mahmood. 2005. *Good Muslim, bad Muslim : America, the Cold War, and the roots of terror*. New York: Three Leaves Press.

Films will be posted to our Carmen course site or the Secured Media Library ([drm.osu.edu/media](http://drm.osu.edu/media)). In many cases, films will also be available through services like Amazon and Netflix (check on [gowatchit.com](http://gowatchit.com)). Please note that assigned films are a critical part of the course; even if you have technical troubles viewing the films online, you are still responsible for viewing them. You can always stream the film from a campus computer site or a computer in the library, and resources will be available on Carmen or the Secured Media Library ([drm.osu.edu/media](http://drm.osu.edu/media)). Please make sure that you have access to these sites and let me know immediately if you have trouble. In many cases, films will also be available through services like Amazon and Netflix (check on [gowatchit.com](http://gowatchit.com)). Please note that assigned films are a critical part of the course; even if you have technical troubles viewing the films online, you are still responsible for viewing them. You can always stream the film from a campus computer site or a computer in the library.

Remember that passive reading or viewing is not enough. Take notes, record details, mark interesting scenes, scribble down questions to ask in class – we will be discussing and analyzing these films in detail.

Readings and viewings must be completed by the day that they are assigned. Please be sure to bring the assigned readings to class, because we will be referring to the text in our discussions.

On occasion, we will view clips from additional films in class. I will do my best to make these clips available, either on the class website or via the Secured Media Library, but that will not always be possible.

## REQUIREMENTS

### Attendance, Participation, Preparation

- Attend class – make sure to sign the sign-in sheet each session
- Participation
  - This course revolves around class lectures and discussions, including significant material not necessarily included in the readings. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, which is why there are several different ways in which to participate:
    - Ask questions, volunteer ideas, participate in large and small group discussions during class.
    - Ask me questions or share ideas or interesting material relevant to the course outside of class, during office hours, or via email.
  - Please note: if you spend time on your computer, tablet or phone during class for purposes not related to the class, you will receive a 0 on that session's participation grade. If you do so on a regular basis, then your final grade may be up to 15% lower than you might expect.
- Grading:
  - If you put up your hand regularly and speak in an informed and succinct way in class = 100
  - If you speak occasionally in class, but demonstrate in other ways (office hours, before and after class) that you are engaged with the material and asking good questions = 90
  - If you never raise your hand and I have to call on you to involve you, but you have things to say when I do that = 75
  - If you never participate in class, have nothing informed to add when called on and do not have anything to contribute to group assignments and discussions = 0
  - If you raise your hand a lot and talk a lot, but do not think before you speak, or prevent others from speaking or expressing their opinions = 75

### Theme Essays

- The course is organized into Themes lasting about 3 weeks each. For 3 of the Themes, you will write an essay based on issues raised by that Theme. Your sources will be primarily the book and film tied to that Theme.
- Every Theme Essay must have an *argument*, a claim demonstrated by cited evidence and reasoning. I will provide feedback on the writing clarity, organization, grammar, style, and strength of the paper's central argument.
- Grading will be done according to these criteria:
  - **Clarity of stating and strength of supporting the central argument** – 40%



- **Comprehension and thoughtful analysis of sources** – 30%
- **Writing mechanics, clarity, and organization** – 30%

### Working Group Presentations

- You'll be assigned to a Working Group of 4-5 students for the entire term.
- For 2 of the course's Themes, you will collaborate within your Working Group on an oral presentation in class that makes an argument or takes a stand on an issue related to that Theme. You will respond to other students' questions and critiques to your argument.
- Your sources will be primarily the book and film tied to that Theme.
- Grading will be done according to these criteria:
  - **Clarity of stating and strength of supporting the central argument** – 40%
  - **Comprehension and thoughtful analysis of sources** – 30%
  - **Speaking presentation mechanics, clarity, and organization** – 30%

### GRADES

Final grades will be calculated as follows:

Attendance, Participation, Preparation	20%
Theme I Essay	10%
Theme II Essay	15%
Theme III Working Group Presentation	15%
Theme IV Essay	20%
<u>Theme V Working Group Presentation</u>	<u>20%</u>
	100%

Note that the increasing weight of assignments over the course of the term. This is to give room for improvement from feedback. There are no exams or quizzes.

Grading scale: 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 (60-66) E (below 60)

### CLASS POLICIES

**Absences:** To do well in this class, you need to be present, prepared and awake. Since things do come up (illness, family issues, other commitments), you may miss class two times without penalty. After those two absences, each additional unexcused absence will lower your overall grade. This could potentially have a major effect on your grade.

- Excused absence count as your "free" absences. If you know that you will miss class late in the semester for a family event or other commitment, please plan accordingly.
- After two absences, you must contact me if you believe an absence should be excused for things like illness, family emergencies or childcare emergencies. In order to be excused, you must provide documentation to explain your absence, such as a doctor's note.
- 3 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or film screenings will be treated like late arrival/early departure, which means the 3 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information

(email, phone number) for one or two other students in class so that you can get the information that you need. I will post handouts, clips, etc on Carmen when possible.

In Class: **Please do not use laptops, tablets or phones in class**, unless it is an active part of class activities (in-class writing, quizzes or group-work). I realize that some people like to take notes on the computer, but multiple studies have shown that laptops in a small class like this one are more disruptive and distracting than helpful. If you have special circumstances that make using a laptop necessary, please speak to me and we'll find a suitable arrangement. Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Fairness and Honesty: I expect students to complete all assignments, projects and exams with fairness and honesty. **Plagiarism** – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on 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/>.

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). One good reference is OSU's "Ten Suggestions for Preserving Academic Integrity" (<http://oaa.osu.edu/coamtensuggestions.html>). Please come and talk to me if you have any questions about this.

Writing Center: The Writing Center (<http://cstw.osu.edu/writingcenter>) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the semester if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email ([brenner.108@osu.edu](mailto:brenner.108@osu.edu)) is the best way to reach me. I will do my best to respond within 24 hours.

## DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

## DISCLAIMER

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 global context, 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 reasoning, etc.). This applies to what you say in class and what you write in your assignments.

## Course Calendar:

The course is organized around the Themes below, each lasting three weeks. Each Theme consists of reading excerpts from a book (plus possible supplementary materials) and watching a film. In the final week of each Theme, you either write a Theme Essay or

make a Working Group oral Presentation about the book and film. This schedule is subject to change with notice from the instructor. The outline numbers below are Week numbers.

## **Theme I: Why perform religious rituals?**

### **1. Introducing Islamic belief and practice; what Sharia really is**

- 1.1. Core Reading of Theme: excerpts from Hammoudi, Abdellah, and Pascale Ghazaleh. 2006. *A season in Mecca : narrative of a pilgrimage*. Students will be reading this throughout the weeks of the current Theme, according to assigned portions for each class.
- 1.2. Film in class: *Le Grand Voyage* (The Great Journey) 2004, Ismael Ferroukhi (director). Film about a French-raised young Moroccan man who drives his father to the Muslim pilgrimage and discovers unexpected lessons on the journey.

### **2. What are the meanings of Islamic pilgrimage to Mecca, Saudi Arabia?**

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

### **3. Why is pilgrimage and performing religious ritual important to Muslims?**

- 3.1. Writing: Theme I Essay due
- 3.2. In class: debate on questions of the Theme

## **Theme II: Why are some Muslims becoming more religious?**

### **4. Introducing Bulgaria's Native Muslim population**

- 4.1. Core Reading of Theme: excerpts from Ghodsee, Kristen Rogheh. 2010. *Muslim lives in Eastern Europe : gender, ethnicity, and the transformation of Islam in postsocialist Bulgaria*. Princeton: Princeton University Press. Students will be reading this throughout the weeks of the current Theme, according to assigned portions for each class.

### **5. Prosperity and Piety: Is there a Link between Islam and Good Business?**

- 5.1. Film Viewing in Class: Christie, Debbie. 1993. *We are all neighbours*. edited by Tone Bringa, director producer Christie. London. Film is on Muslims in Bosnia

### **6. How is "Missionary" Islam Making Muslims More Pious Worldwide? Is this a good trend?**

- 6.1. Writing: Theme II Essay due
- 6.2. In class: debate on questions of the Theme

### **Theme III: What is it like living in an Islamic state?**

#### **7. Introducing Iran and the 1979 Islamic Revolution**

7.1. Core Reading of Theme: excerpts from Khosravi, Shahram. 2008. *Young and defiant in Tehran*. Students will be reading this throughout the weeks of the current Theme, according to assigned portions for each class.

#### **8. Defying religious authority in an Islamic state**

8.1. Film in Class: "Iran", McCarthy & Dunlop 2004, 37 min. Interviews with Iranians regarding the Islamic Revolution, war with Iraq, struggles between reformers and hardliners.

#### **9. What happens when a government forces people to be religious?**

9.1. No Writing assignment for this Theme

9.2. In class: Working Group presentations on questions of the Theme

### **Theme IV: Will American Muslims Always Be Foreigners?**

#### **10. Introducing the range of Muslim communities in the U.S.**

10.1. Core Reading of Theme: excerpts from Grewal, Zareena. 2014. *Islam is a foreign country : American Muslims and the global crisis of authority*. Students will be reading this throughout the weeks of the current Theme, according to assigned portions for each class.

#### **11. American 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. America at a crossroads*.

#### **12. Why does a pluralistic society like the U.S. harbor prejudice and fear of its Muslim citizens?**

12.1. Writing: Theme IV Essay due

12.2. In class: debate on questions of the Theme

## **Theme V: Do Muslim Women Need Saving?**

### **13. The Vexed Question of Gender in Islam**

13.1. Core Reading of Theme: excerpts from Abu-Lughod, Lila. 2013. *Do Muslim women need saving?*: Harvard University Press. Students will be reading this throughout the weeks of the current Theme, according to assigned portions for each class.

### **14. Why are Muslims often vilified for the treatment of women?**

14.1. Reading: excerpts from, Mamdani, Mahmood. 2005. *Good Muslim, bad Muslim : America, the Cold War, and the roots of terror.*

### **15. Are Women's Rights Universal or Culturally-specific? Is there a "clash of civilizations" between the Muslim world and the western?**

15.1. No Writing assignment for this Theme

15.2. In class: Working Group presentations on questions of the Theme

## **Conclusions**

### **16. Course Conclusions: *What issues do Muslims face worldwide? Does this course give you leverage to understand the place of religion in the modern world today?***

# GE Rationale – Social Sciences

Near Eastern Languages & Cultures (NELC) 2367.02

## Islam & Muslims in Global Perspective

### COURSE DESCRIPTION

This course is a close-up introduction to Muslim communities and Islamic practice in global context. The goal is to look at the world from the perspective of Muslims living in a wide variety of different places and situations. It is also to think together about issues of current urgency in the world today: what Sharia is; the meanings of Islamic ritual; Islamophobia and racism; what happens when a government tries to force the people to be religious; why many Muslims worldwide are becoming more religious; if Islam is linked to good business; whether women's rights are universal or cultural; whether the Muslim world and the western world inherently "clash". We learn approaches to understanding religion, identity, modernity, and society.

### **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 core readings (the main book for each Theme) are works of cultural anthropology. The class lectures draw from approaches and findings in cultural anthropology, sociology, and history concerning the social dynamics of Muslim communities in both Muslim-majority and Muslim-minority societies worldwide.
  - b) Conceptual frameworks that will be taught will include theories of religion, ritual, ethnicity, essentialist and non-essentialist understandings of identity, and performative theories of religious meaning.
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 the social, cultural, political, economic, and historical factors conditioning the experiences and responses of Muslims within the different dilemmas they face in the course's discussed Themes. We consider personal and group negotiations of cultures and identities.
  - b) Muslims' dilemmas about prejudice, racism, state oppression, religious piety, gender, are discussed in socio-cultural context.



- c) We consider tensions between keeping religious and ethnic traditions, on one hand, and desires toward modern lifestyles and thinking, on the other. Those tensions are examined in terms of choices of individuals and pressures to conform or change by groups.

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 modern societies.
- b) The beliefs and practices of the Islamic religion will be considered with respect to globally circulating values of individualism and freedoms. In particular, the social and economic roles of women and men will be considered.

# GE Rationale – Writing and Communication 2

Near Eastern Languages & Cultures (NELC) 2367.02

## Islam & Muslims in Global Perspective

### COURSE DESCRIPTION

This course is a close-up introduction to Muslim communities and Islamic practice in global context. The goal is to look at the world from the perspective of Muslims living in a wide variety of different places and situations. It is also to think together about issues of current urgency in the world today: what Sharia is; the meanings of Islamic ritual; Islamophobia and racism; what happens when a government tries to force the people to be religious; why many Muslims worldwide are becoming more religious; if Islam is linked to good business; whether women's rights are universal or cultural; whether the Muslim world and the western world inherently "clash". We learn approaches to understanding religion, identity, modernity, and society.

### GE Writing and Communication 2

*Expected Learning Outcomes:*

- 1) Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.
  - a) The course is organized according to Themes, each one of which is centered on one core reading – excerpts from a book chosen for the Theme. Students will be reading that core reading in depth, with guidance and discussion, during the weeks of the Theme.
  - b) Students will then write a Theme Essay responding to prompts I give them, based on the core reading and other materials of the Theme.
  - c) Every Theme Essay must have an argument, a claim demonstrated by cited evidence and reasoning. I will provide feedback on the writing clarity, organization, grammar, style, and strength of the paper's central argument. I will spend time in teaching about effective argument-centered essay writing.
- 2) Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
  - a) The Theme Essay must apply effective written skills, as outlined above, to critical questions about the Theme, and to the course's overall concerns about religion, identity, and society. These concerns are approached in a multi-disciplinary manner, but centered on anthropological approaches.

- b) Students also respond to some Themes with an oral presentation. They will collaborate in assigned Working Groups on an oral presentation in class that makes an argument or takes a stand on an issue related to that Theme. They will respond to other students' questions and critiques to their argument.
- 3) Students access and use information critically and analytically.
- a) Interpreting information from the course texts, films, websites, and other materials in a critical way is central to the Theme Essays and Working Group Oral Presentations. The essays and presentations all need to be argument-centered, based on cited evidence and clear reasoning.
  - b) Students are trained, through my feedback, to discern fact from opinion, and between the reliability of different types of sources. We discuss issues of possible bias and points of view.

## GE Assessment Plan - Social Sciences: Individuals and Groups

### Near Eastern Languages & Cultures (NELC) 2367.02

#### Islam & Muslims in Global Perspective

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p><b><u>ELO 1</u></b></p> <p>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 in the Theme Essay.</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><b><u>ELO 2</u></b></p> <p>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 in the Theme Essay.</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><b><u>ELO 3</u></b></p> <p>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 in the Theme Essay.</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>
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**Appendix: Assessment Rubric for NELC 2367.02**

Examples of direct measures:

1. **Students have to write several Theme Essays across the term, and questions will be embedded in at least one of them. It 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: *How do you approach religion and identity of the people that you are writing about? What roles does religious identity play in the lives of the people you are writing about?*
- b. ELO 2 example question: *What does the social and historical setting of the topic tell you about the question you are writing about? How are individuals negotiating or living with relevant aspects of that social and historical setting?*
- c. ELO 3 example questions: *What particular insights does your essay give about the proper place of religion in a modern society?*

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:**

## GE Assessment Plan – Writing and Communication 2

### Near Eastern Languages & Cultures (NELC) 2367.02

#### Islam & Muslims in Global Perspective

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p><b><u>ELO 1</u></b></p> <p>Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.</p>	<p><u>Direct:</u> Embedded questions in the Theme Essay.</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><b><u>ELO 2</u></b></p> <p>Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.</p>	<p><u>Direct:</u> Embedded questions in the Theme Essay.</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><b><u>ELO 3</u></b></p> <p>Students access and use information critically and analytically.</p>	<p><u>Direct:</u> Embedded questions in the Theme Essay.</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>
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**Appendix: Assessment Rubric for NELC 2367.02**

Examples of direct measures:

1. **Students have to write several Theme Essays across the term, and questions will be embedded in at least one of them. These questions are content-targeted, meaning they solicit answers that are keyed to the themes of the course. Answers to these questions will be assessed for this Assessment Plan according to the Communications rubrics 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: *How do you approach religion and identity of the people that you are writing about? What roles does religious identity play in the lives of the people you are writing about?*
- b. ELO 2 example question: *What does the social and historical setting of the topic tell you about the question you are writing about? How are individuals negotiating or living with relevant aspects of that social and historical setting?*
- c. ELO 3 example questions: *What particular insights does your essay give about the proper place of religion in a modern society?*



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.

**Writing and Communication 2: ELO 1**

1. Students demonstrate the ability to read carefully and express ideas effectively.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Writing and Communication 2: ELO 2**

2. Students apply written and oral skills and conventions of academic discourse to the questions considered in the course.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

**Writing and Communication 2: ELO 3**

3. Students access and use information critically and analytically.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**