

Term Information

Effective Term Spring 2020
Previous Value Autumn 2019

Course Change Information

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

We are adding the option to offer this as a distance learning course. We have included both the classroom and online syllabi in this submission and made sure our GE Assessment Plans for this course can be carried out in either format.

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

We believe this course would attract more student enrollments if offered as an online course and that this will lead to a growth in the overall Persian program.

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)?

N/A

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 3350
Course Title Iranian Society Today: Internal Conflicts and Social Movements
Transcript Abbreviation Iran Soc Today
Course Description This multi-disciplinary course is a journey through political, social, and intellectual history of Iran. The course will discuss intellectual interpretations of post-1979-revolution Iranian society, various new nonviolent social movements in recent two decades, and the role of globalization and media politics in contemporary Iran.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0108
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups; Global Studies (International Issues successors)

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

Course Details

Course goals or learning objectives/outcomes

- Students develop the knowledge of the history of contemporary Iran, particularly the power structure of the Islamic Republic and the intellectual and social background of the 1979 Islamic Revolution of Iran.
 - Students develop the capacity to analyze new citizen movements in Iran and their links with globalization, media, and the Internet.
 - Students analyze the function of social groups and individuals, including religious and secular intellectuals, during and after Iranian 1979 Islamic Revolution from a sociological perspective.
 - Students demonstrate knowledge of the complexity of the history of Iran and Iranian society in the age of globalization, media, and social networks
 - Students perform a close reading of Iranian society in order to analyze interrelated social issues in Iran from different sociological perspectives.
 - Students can differentiate and compare sociological approaches to internal conflicts in Iran within texts from diverse social and historical contexts.
- Previous Value*
- *Students develop the knowledge of the history of contemporary Iran, particularly the power structure of the Islamic Republic and the intellectual and social background of the 1979 Islamic Revolution of Iran.*
 - *Students develop the capacity to analyze new citizen movements in Iran and their links with globalization, media, and the Internet. They also become familiar with intellectual reactions to the current issues in Iran.*

COURSE CHANGE REQUEST
3350 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/22/2019

Content Topic List

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

Sought Concurrence

No

Attachments

- Persian 3350 - Online course Syllabus.docx: Online Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Persian 3350 Classroom Syllabus.docx: Classroom Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Rationale -Social Sciences.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- Rationale_Diversity Global Studies.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Assessment Plan for Diversity.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Assessment Plan for Social Sciences.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- ASC DL Technical Review Checklist.pdf: Technical Review Checklist
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Turkish:Persian 3350 Concurrence Requests.pdf: Concurrence Request
(Concurrence. Owner: Smith,Jeremie S)

Comments

- I believe that concurrence from SBS/NMS curricular dean would be a good thing to request as it might come up *(by Heysel,Garett Robert on 04/08/2019 08:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	04/08/2019 11:08 AM	Submitted for Approval
Approved	Holub,Robert Charles	04/08/2019 11:13 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/08/2019 08:32 PM	College Approval
Submitted	Smith,Jeremie S	04/19/2019 07:59 AM	Submitted for Approval
Approved	Holub,Robert Charles	04/19/2019 09:54 AM	Unit Approval
Approved	Heysel,Garett Robert	04/22/2019 08:19 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/22/2019 08:19 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: PERSIAN 3350

IRANIAN SOCIETY TODAY: INTERNAL CONFLICTS AND SOCIAL MOVEMENTS

SPRING 2020



Course overview

Instructor

Instructor: Dr. Mehrak Kamali Sarvestani

Term: Spring 2020

Credit Hours: 3

Location: Online

Email: kamalisarvestani.1@osu.edu

Office Phone: 614-247-8319

Course description

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

This course is designed as a collaborative learning experience, involving books, articles, videos, discussions, and students' debates.

Course learning outcomes

1. Students develop the knowledge of the history of contemporary Iran, particularly the power structure of the Islamic Republic and the intellectual and social background of the 1979 Islamic Revolution of Iran.
2. Students develop the capacity to analyze new citizen movements in Iran and their links with globalization, media, and the Internet.
3. Students analyze the function of social groups and individuals, including religious and secular intellectuals, during and after Iranian 1979 Islamic Revolution from a sociological perspective.
4. Students demonstrate knowledge of the complexity of the history of Iran and Iranian society in the age of globalization, media, and social networks.
5. Students perform a close reading of Iranian society in order to analyze interrelated social issues in Iran from different sociological perspectives.
6. Students can differentiate and compare sociological approaches to internal conflicts in Iran within texts from diverse social and historical contexts.

GE Course Information

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

General Education Categories

Social Science: Individuals and Groups; Diversity: Global Studies

Social Science: Individuals and Groups

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:

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.

Diversity: Global Studies

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:

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

Course materials

Students will find a number of books in PDF or eBook format. Additionally, all the other materials will be available on Carmen. You can see the information of the sources in the list below.

Sources:

- Fuller, Graham E. *The Center of the Universe: The Geopolitics of Iran*. Boulder, Colorado: Westview Press, 1991. PDF.
- Abrahamian, Ervand. *A History of Modern Iran*. Cambridge, UK: Cambridge University Press, 2008. Print.
- Dabashi, Hamid. *Theology of Discontent: The Ideological Foundations of the Islamic Revolution in Iran*. New York: New York University Press, 1993. eBook.

- Buchta, Wilfried. *Who Rules Iran? The Structure of Power in the Islamic Republic*. Washington, DC: Washington Institute for Near East Policy, 2000. PDF.
- Surūsh, ‘Abd -K, Mahmoud Sadri, and Ahmad Sadri. *Reason, Freedom, & Democracy in Islam: Essential Writings of ‘Abdolkarim Soroush*. New York, N.Y: Oxford University Press, 2000. PDF.
- Milani, Abbas, and Larry J. Diamond. *Politics and Culture in Contemporary Iran: Challenging the Status Quo*. 2015. PDF.
- Semati, Mehdi. *Media, Culture and Society in Iran: Living with Globalization and the Islamic State*. London: Routledge, 2008. eBook.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

There is no in-person component of this course. All course content will be delivered online. Additionally:

- This class will have written instructions which will guide students to read and use the assigned materials for each week.
- Due to the distance education format, there will be no face-to-face discussions of reading materials.
- You will actively participate in the course by posting to the Carmen tools.
- The instructor will be available during designated hours via email and on Carmen.
- The Carmen Discussions Tool is a collaboration area to post, read and reply to messages on different topics, share thoughts, ask questions, and work with your peers. We will use this tool to discuss material and post forum responses.
- Quizzes will be administered via Carmen. You will use Carmen to take quizzes, review results, view instructor feedback, and view class statistics.
- General information about accessing and using Carmen is available here: <https://resourcecenter.odee.osu.edu/carmen>
- If you have general questions or problems using technology services at OSU, contact the IT Service Desk at 614-688-HELP or by email at 8help@osu.edu.
- Students can obtain MS OFFICE 365 through the university. Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found at: ocio.osu.edu/kb04733

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- It is assumed that students know how to use a computer, watch videos, films, YouTube and are able to operate a computer comfortably.
- Computer: current Mac or PC
- Internet Browser: Internet Explorer 6 or later, or Firefox
- Robust high-speed internet connection
- It is assumed that all students have access to Adobe Reader (to view PDF files:

<http://get.adobe.com/reader>) and to the MS Office Suite (in order to use Word and

Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

Please contact 614-688-HELP for technical problems.

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Grading		Points
14 weeks active participation	1 points each	14
10 reading responses	3 points each	30
12 weekly discussion boards	2 points each	24
4 quizzes	3 points each	12
Midterm exam	8 points	8
Final exam	12 points	12
TOTAL		100

See course schedule, below, for due dates

Assignment information

CLASS REQUIREMENTS AND ASSIGNMENTS

Active Participation

14% of final grade

I expect your participation in all weekly online activities to enrich our learning experience throughout the semester. The activities include weekly discussion boards, reading responses, and other forms of discussions that will be offered during the semester.

Each week you will need to:

- Submit your reading response based on the reading assignments
- Participate in the discussion Boards
- Ask question in the Forum Discussion

Therefore, I expect you connect to the class platform (Carmen) at least four times/week. If you ignore the class, you may fail this course. If you don't connect to the class for more than 10 days, you will fail the course automatically. To provide a fair grading system, I will use online activity monitoring tools.

As your facilitator, I may assist the discussions by posting questions on your responses or provide a thought or reference to lead a discussion. I will NEVER answer questions or explain them with lengthy answers if other participants (i.e. YOU) already provided an appropriate comprehensive response to it. None of us are "oceans of knowledge" and we ALL learn from

each other through active dialogue and efficient knowledge sharing. I am NOT an exception and will expect to LEARN FROM AND WITH YOU through our weekly discussions and via observing your active participation.

Weekly Reading Responses

30% of final grade

Each week (Tuesday), you are expected to write one paragraph response about the readings and assignments of previous week (under 250 words) and post your responses on Carmen. I ask you to integrate the **weekly readings** with your personal experience in your responses.

To evaluate your responses, I will look for an **integration of the readings** in the chapters or credible on-line information to support your opinions. Remember that you will not gain the full credit if you only provide your views. Please make sure to **provide citations** whenever you use others' viewpoints, ideas, words, or research. Students who do not submit their own work, or do not provide referencing for others' ideas, words, research, or artistic creations will fail the course.

Deadline: The deadline to submit your weekly reading responses are on **Mondays at 11:59 PM (EST) of each week.**

Weekly Discussion Boards

20% of final grade

At the beginning of each week (i.e, Tuesdays) a number of questions will be posted on the Carmen Discussion Board. Students will be expected to provide a response to each question by the following Monday. In addition, students will be expected to read all students' comments and respond to at least one fellow student's remarks. You may respond to more than one classmate on each of the discussion boards and I would encourage you to do so to ensure that you receive the maximum credit. Comments posted after these deadlines will not be evaluated. Comments will be evaluated based on quality of your responses and the development of your thoughts. I will look for an integration of the reading in the chapters or credible on-line information to support your opinions. Full credit will not be awarded for students who provide only their opinions. Students who do not submit their own work on the discussion boards or do not provide referencing for others' ideas, words, research, or artistic creations will fail the course. Students should treat others' opinions in a confidential and respectful manner.

Quizzes

12% of final grade

There will be four quizzes given at regular intervals throughout the semester to measure your understanding of the course materials. Each quiz is worth 3 points.

Midterm Exam

8% of final grade

The midterm exam will consist of essay questions based on readings, lectures, and discussions

the students have familiarized with in the first half of the semester. Students will have three days to write the midterm exam.

Final Exam

12% of final grade

The comprehensive final exam will consist of essay questions based on readings, lectures, and discussions the students have familiarized with during the semester. Students will have one week to write the final exam.

The Deadlines of the Assignments

- Discussion questions will assigned during the semester.
- The dates of four quizzes

Quiz one	Week three
Quiz two	Week six
Quiz three	Week nine
Quiz four	Week 14

- The deadlines for ten reading responses are the Mondays of 2nd, 3rd, 4th, 6th, 8th, 9th, 12th, 13th, 14th, and 15 weeks.
- Midterm exam: week 8
- Final exam: week 16

Late assignments

All of your Projects and Homework will be submitted electronically. Be aware that your computer complications or problems do not constitute a valid excuse for not submitting the assignment on time. Do not wait until the last minute when submitting the project; instead leave yourself enough time to ensure there are no last-minute difficulties.

Late assignment

Late assignments will not be graded unless the student can provide written medical excuses from a physician's office.

Grading scale

94-100%	A	80-82.99%	B-	67-69.99%	D+
90-93.99%	A-	77-79.99%	C+	63-66.99%	D
87-89.99%	B+	73-76.99%	C	60-62.99%	D-
83-86.99%	B	70-72.99%	C-	0-59.99%	E

Faculty feedback and response time

You can expect feedback within two weeks

Email: I respond to emails 8.00am-6.00pm on weekdays. I do not check emails over the weekend. During a weekday, you can expect a response within 24 hours

Discussion board: I will check and reply to messages in the discussion board every 24 hours on work days.

Attendance, participation, and discussions

Student participation requirements

To instructor: The following template provided as a suggestion; fill in your own policies

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4+ TIMES PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

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.

Ohio State's academic integrity policy

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/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX (Recommended)

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

Accessibility accommodations for students with disabilities

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

COURSE SCHEDULE

PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW

1st Week

Course Introduction

Geography of Iran, Iran in the Middle East

The Center of the Universe: The Geopolitics of Iran

Chapter 13 - Iran and the global vision

Chapter 14 - Iran and the United States

2nd Week

History 1: Constitutional Revolution, and Reza Shah

A History of Modern Iran, Chapters 2 and 3, P. 30-96

3rd Week

History 2: Muhammad Reza Shah's White Revolution, The Islamic Republic

A History of Modern Iran, Chapters 5 and 6, P. 125-195

1st Quiz

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

4th Week

Secularization in Iranian Society

Media, Culture and Society in Iran, Chapter 13, P. 238.254

5 & 6th

The Origins of Islamic Ideology and the Islamic Revolution

Weeks

Introduction

Theology of Discontent, "Formative Forces of the 'Islamic Ideology'"

Plagued by the West (Gharbzadegi): Jalal Al-e Ahmad

Theology of Discontent, "Jalal Al-e Ahmad: The Dawn of 'Islamic Ideology'"

Returning to the [Authentic] Self (Bazgasht be Khishtan): Ali Sharati

Theology of Discontent, "Ali Sari'ati: The Islamic Ideologue Par excellence"

Guardianship of the Islamic Jurist (Vilayat-i Faghih): Ruhollah Khomeini

Theology of Discontent, "Ayatollah Khomeini: The Theologian of Discontent"

Theology of Discontent, "Conclusion: Dimensions of the 'Islamic Ideology'"

2nd Quiz**4th Reading Response**

7th Week The Structure of the Islamic Republic of Iran (1)
Who Rules Iran? Chapter 1, P. 1-77

8th Week The Structure of the Islamic Republic of Iran (2)
Who Rules Iran? Chapter 3, P. 121 - 199

Midterm Exam**5th Reading Response**

9th Week Religious Intellectualism, Globalization, and Social Transformation in Iran
Media, Culture and Society in Iran, Chapter 12, P. 223 - 237

3rd Quiz

10th **Spring Break! Happy Now Rooz!**
Week

PART III. THE THINKERS OF POST-REVOLUTIONARY IRAN

11 and 12th Returning to Ancient Iran Shahr Civilization [Pre-Islamic Governing Style]:
Week Javad Tabatabai “[An Introduction to the History of Political Ideas in Iran](#)”
PDF

Fundamentalism, Gender, and the Discourses of Veiling (Hijab):
Fatemeh Sadeghi
Media, Culture and Society in Iran, Chapter 11, P. 207 – 222

Islam and the Characteristics of Iranian Culture:***Abdolkarim Soroush***

“The Three Cultures”, from *Reason, Freedom, & Democracy in Islam: Essential Writings of ‘abdolkarim Soroush*, PDF

Iranian Intellectuals and the Problematic of the West: Ali Mirsepassi

**"Religious Intellectuals and Western Critiques of Secular Modernity",
PDF**

7th Reading Response

PART IV. NEW NONVIOLENT SOCIAL MOVEMENTS IN IRAN

- 13th
Week The Reformist Movement (1997 -2005)
Politics and Culture in Contemporary Iran, Chapter 9: “Iran's democratic movements” by Abbas Milani, P. 270-291
The Green Movement (2009 – 2011)
Politics and Culture in Contemporary Iran, Chapter 3: “Democracy after the Green Movement” by Mehrangiz Kar, P. 150-165
- 14th
Week Women’s Movements: One Million Signature, My Stealthy Freedom, White Wednesdays, the Girls of Enghelab St
- 4th Quiz***
- 9th Reading Response***

PART V: GLOBALIZATION AND THE POLITICS OF MEDIA IN IRAN

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

PERSIAN 3350

Iranian Society Today: Internal Conflicts and Social Movements

Instructor: Dr. Mehrak Kamali Sarvestani

Term: Fall 2019

Credit Hours: 3

Class Time: TBA

Location: TBA

Office: Hagerty 374

(Mailbox in Hagerty 300)

Office Hours: TBA

Email: kamalisarvestani.1@osu.edu

Office Phone: 614-247-8319



COURSE DESCRIPTION

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

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

Course Learning Objectives

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

2. Students develop the capacity to analyze new citizen movements in Iran and their links with globalization, media, and the Internet.
3. Students analyze the function of social groups and individuals, including religious and secular intellectuals, during and after Iranian 1979 Islamic Revolution from a sociological perspective.
4. Students demonstrate knowledge of the complexity of the history of Iran and Iranian society in the age of globalization, media, and social networks.
5. Students perform a close reading of Iranian society in order to analyze interrelated social issues in Iran from different sociological perspectives.
6. Students can differentiate and compare sociological approaches to internal conflicts in Iran within texts from diverse social and historical contexts.

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

General Education Requirement, Social Science: Individuals and Groups

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:

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.

General Education Requirement Diversity: Global Studies

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:

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

Teaching Method: Lectures and Discussion

Sources:

- Fuller, Graham E. *The Center of the Universe: The Geopolitics of Iran*. Boulder, Colo: Westview Press, 1991. PDF.
1st week of the semester: Chapters 13 & 14

- Abrahamian, Ervand. *A History of Modern Iran*. Cambridge, UK: Cambridge University Press, 2008. Print.
2nd week of the semester: Chapters 2 and 3
3rd week of the semester: chapters 5 and 6

- Dabashi, Hamid. *Theology of Discontent: The Ideological Foundations of the Islamic Revolution in Iran*. New York: New York University Press, 1993. eBook.
5th week of the semester: The introduction and chapter 1
6th weeks of the semester: Chapters 2, 8, and the conclusion

- Buchta, Wilfried. *Who Rules Iran? The Structure of Power in the Islamic Republic*. Washington, DC: Washington Institute for Near East Policy, 2000. PDF.
7th week of the semester: Chapter 1
8th week of the semester: Chapter 3

- Surūsh, ‘Abd -K, Mahmoud Sadri, and Ahmad Sadri. *Reason, Freedom, & Democracy in Islam: Essential Writings of ‘Abdolkarim Soroush*. New York, N.Y: Oxford University Press, 2000. PDF.
12th week of the semester: Chapter 10

- Milani, Abbas, and Larry J. Diamond. *Politics and Culture in Contemporary Iran: Challenging the Status Quo*. 2015. PDF.
13th week of the semester: Chapters 3 and 9

- Semati, Mehdi. *Media, Culture and Society in Iran: Living with Globalization and the Islamic State*. London: Routledge, 2008. eBook.
4th week of the semester: Chapter 13
9th week of the semester: Chapter 12
12th week of the semester: Chapter 11
15th week of the semester: Chapters 2, 3, and 4

This course will utilize numerous online materials. Additionally, some materials from different sources will be provided in the Carmen and/or hand out during the course.

Grading

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

Total **100%**

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

Grading scale:

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

What Do Letter Grades Mean?

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

A represents outstanding distinction and excellence. 90-100%

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

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

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

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

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

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

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

E is a clear failure. < 59%

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

Course Requirements

- Class attendance is essential. More than two unexcused absences will affect your attendance and will result in a percentage point deducted from the final grade for each absence.
- Ten reading responses (at least 250 words) will be due on assigned Mondays. You should select one of the discussed topics in the class and write the reading response including a very brief summary of the topic and your detailed opinion about it.
- There will be four quizzes during the semester.

- Students should submit their three discussion questions about weekly assigned readings in Carmen every Thursday before 12:40 PM.
- Participating in class discussions is necessary.
- There will be a final (take-home) exam at the end of semester.
- Every student should present a midterm presentation in class.
- Every student should present a final presentation in class.

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

Explanation of assignments:

Attendance and Participation

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

Weekly Assignments

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

Midterm Presentation

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

Final Presentation

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

Final Exam

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

Due Dates for Assignments and Examinations

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

Supplementary Statements

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

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

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

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

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

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

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

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

COURSE SCHEDULE

PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW

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

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

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

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

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

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

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

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

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

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

9th Reading Response

PART V: GLOBALIZATION AND THE POLITICS OF MEDIA IN IRAN

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

Final Exam Due:

Persian 3350
DOMESTIC CONFLICTS AND SOCIAL MOVEMENTS IN CONTEMPORARY IRAN
GE Rationale – Social Sciences

COURSE DESCRIPTION

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

Social Sciences

Expected Learning Outcomes:

1. Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a) This course is a unique opportunity for students to be able to apply a major sociological theory, Structuralism, in order to explain social changes. During the course, students require to analyze 1970s revolutionary crisis and the victory of the Islamic Revolution in Iran, as well as post-revolutionary social movements in Iran from the perspective of Structuralism as a sociological theory.
 - b) Beside Structuralism and in a lesser extent, students will be encouraged to read, analyze, and interpret the internal social, historical, Islamic and secular political thought and current social movements in Iran from the Social Conflict theory perspective.
 - c) Quizzes, reading responses, short presentations, final presentation and a final take-home exam will equip students with the tools to sociologically understand and analyze major currents of post-1979-revolutionary Iran.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - a) Students will examine differences and similarities in modern history of Iran (political and intellectual) and that of the United States.
 - b) Students will participate in class debates and discussions related in order to interpret contemporary lived experiences as informed by the history of Iran in global and international context.
 - c) Students analyze the function of social groups and individuals, including religious and secular intellectuals, during and after Iranian 1979 Islamic Revolution from a sociological perspective.
 - d) The assignments and class discussions will ask students to compare and describe major historical, social, and intellectual trends in post-1979-revolution Iran in a global context.

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

COURSE DESCRIPTION

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

Diversity: Global Studies

Expected Learning Outcomes:

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

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

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

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Quizzes and final take-home exam</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” 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. Where problems appear, issues will be</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Quizzes and final take-home exam</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” or “strongly agree” from students at the end of the semester</p>	<p>brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix: Assessment Rubric for Proposed Persian 3350 course

Two examples of direct measures:

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

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

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: Global Studies ELO 1

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Global Studies ELO 2

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

GE Assessment Social Sciences: Individuals and Groups
Persian 3350: Internal Conflicts and Social Movements in Contemporary Iran

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students 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 on writing assignments and final take-home exam <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 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> 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 on writing assignments and final take-home exam <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><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 on writing assignments and final take-home exam <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 Proposed Persian 3350 course

Two examples of direct measures:

- 1. Students will be given written assignments throughout the semester to assess 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:

- ELO 1 example question:* From a Structuralist perspective, how do you interpret the Iranian 1979 Islamic revolution?
 - ELO 2 example question:* What are the characteristics of 1997-2005 Reformist Movement in Iran?
 - ELO 3 example question:* In what ways have the religious values of Shia Islam influenced the structure of Iran's political system after the 1979 revolution?
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- 2. Questions from final exam will be used to assess achievement of ELO 1, ELO 2, and ELO 3. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - ELO 1 example question:* Compare the 1979 Islamic Revolution in Iran from both Structuralist and Class conflicts perspectives.
 - ELO 2 example question:* Explain differences and similarities between religious and secular intellectuals in post-revolutionary Iran.
 - ELO 3 example question:* In what ways has globalization and the increased presence of social media and mass communication technologies created political challenges from young Iranians?

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:

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Persian 3350

Instructor: Mehrak Kamali Sarvestani

Summary: Iranian Society Today: Internal Conflicts and Social Movements

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Carmen Connect
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Discussion Tool • Carmen Connect • Carmen Wiki • Office 365
6.3 Technologies required in the course are readily obtainable.	X			All materials are available for free as a university site.
6.4 The course technologies are current.	X			All applications are web based and updated on a regular cycle.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party software is used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to multiple forms of contacting 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party software is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 4/3/19
- Reviewed by: Ian Anderson

Notes: Please specify on the 1st page of the syllabus the method for office hours(Skype, Carmen Connect, etc.). The phone number is cut off from the contact information on the front page of the syllabus. Consider making the image slightly smaller on the 1st page so that all contact info will be together. Under the Necessary Equipment heading on page 5, you may want to consider cutting and pasting from the template, or at the very least adding that a webcam and microphone will be a necessary component of the computer used for the course. Please add dates to the weekly breakdown before submitting to committee.

^aThe following statement about disability services (recommended 16 point font): 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; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

RE: Concurrence Requests - Persian 3350 and Turkish 3350

Haddad, Deborah

Tue 4/16/2019 4:34 PM

To: Smith, Jeremie S. <smith.12199@osu.edu>;

Cc: Heysel, Garrett <heysel.1@osu.edu>; Brenner, Naomi <brenner.108@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>;

Hi, Jeremie,

Thank you (and Garrett) for checking to see if the online versions of these courses duplicate existing courses offered by the SBS departments. I may have wanted to check with a couple of departments when these courses were first proposed. Now that the in-person versions have been approved in terms of content, these on-line proposals will be reviewed only in terms of whether or not the online versions provide the same content that the in-person versions do – not the content of the courses.

One of the Arts and Humanities curricular Panels will do that and, since duplication of content is no longer in question, none of the SBS departments has a basis for objecting.

Again, thanks for checking.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs

Social and Behavioral Sciences

Natural and Mathematical Sciences

College of Arts and Sciences

114 University Hall, [234 North Oval Mall, Columbus, OH 43210](#)

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Haddad.2@osu.edu asc.osu.edu

From: Smith, Jeremie S. <smith.12199@osu.edu>

Sent: Tuesday, April 16, 2019 3:42 PM

To: Haddad, Deborah <haddad.2@osu.edu>

Cc: Heysel, Garrett <heysel.1@osu.edu>; Brenner, Naomi <brenner.108@osu.edu>

Subject: Concurrence Requests - Persian 3350 and Turkish 3350

Dr. Haddad,

I write today in hopes that you might consider providing a letter of concurrence for two courses that we have recently submitted to the ASC Curriculum Committee for consideration, Persian 3350 and Turkish 3350.

Both of these courses were approved in the last 18 months. The first offering of the Turkish course is running this semester and the first offering of the Persian course is scheduled for the Fall.

We have submitted requests to add the option of offering these two courses as online courses with hopes of running the online iterations of the courses during the Spring or Summer 2020 semesters.

While we did not seek a concurrence when we originally proposed these courses, Garrett Heysel recommended we reach out to you now to facilitate the ASC approval process. We would appreciate any feedback you can provide on these classes.

I have attached the classroom and online syllabi for both of the courses to this message. Please do let me know if you would like any additional documentation or have questions.

Kindly,

Jeremie Smith
Academic Program Coordinator
[Department of Near Eastern Languages and Cultures](#)
The Ohio State University
1775 College Road, 300 Hagerty Hall
Columbus, OH 43210-1340, U.S.A.
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smith.12199@osu.edu



[I am the Pelotonia Team Buckeye-College of Arts and Sciences Peloton Captain](#) -
Ask me how you can join the fight against cancer!