

Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Arabic
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3702
Course Title Place, Space, and Migration in Arabic Literature and Film
Transcript Abbreviation Arabic Lit&Film
Course Description This course on modern Arabic literature and culture in translation focuses on questions of belonging, relationship to space, and migration. It examines how Arabic literary narratives, films, documentaries, and other arts have imagined modes of belonging to spaces such as cities and nations, the natural world (and even the universe!) from the early postcolonial period to the present.
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 Prereq: English 1110.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Literature; 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 will examine how place, space, and belonging are constructed in literary texts
- Students will consider the aesthetic and discursive aspects of how representations of migration and climate change
- Students will appreciate the different ways that literature has engaged with social and political issues in modern and contemporary Arab societies
- Students will examine our own implicit and explicit beliefs about place, space, and belonging in a variety of contexts
- Students will engage with our classroom community in a manner that supports each individual's learning process and dignity

Content Topic List

- Literature
- Film
- Arabic
- Migration
- Place
- Culture
- Beliefs
- Diaspora

Sought Concurrence

No

Attachments

- Place, Space, and Migration Syllabus_Sellman_Dec19.docx: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Arabic 3702 GE Rationale - Literature.docx: GE Lit Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Assessment Plan_Literature_Arabic3702.docx: GE Lit Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- Arabic 3702 GE Rationale – Diversity – Global Studies.docx: GE Diversity Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Assessment Plan_Diversity_Arabic3702.docx: GE Diversity Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- Revised Arabic Major Advising Form 12-17-19.pdf: Revised Major Requirements
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- REVISED Arabic Major Curriculum Map -12-17-19.pdf: Revised Major Curriculum Map
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Arabic Minor Requirements - revised 12-17-19.pdf: Revised ASC Minor Sheet
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Place, Space, and Migration Syllabus_Sellman_RevisionsAug20.docx: Revised Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- GE Assessment Plan_Literature_Arabic3702_revisionsAug20.docx: Revised Assessment Plan (Lit)
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Assessment Plan_Diversity_Arabic3702_RevisionsAug20.docx: Revised Assessment Plan (Diversity)
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Rationales Arabic 3702_RevisionsAug20.docx: Revised GE Rationales
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)

Comments

- See Arts and Humanities Panel feedback sent via email on 1-15-20. *(by Vankeerbergen, Bernadette Chantal on 01/15/2020 02:25 PM)*
- We have attached Major advising sheet, minor advising sheet, and curriculum map for the Arabic major/minor since this new course will be added to the collection of courses that can be counted as electives towards the Arabic major and minor programs. No other changes have been made to these documents since the programs were revised last year. *(by Smith,Jeremie S on 12/18/2019 03:09 PM)*

COURSE REQUEST
3702 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/25/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	12/18/2019 03:09 PM	Submitted for Approval
Approved	Holub,Robert Charles	12/18/2019 03:25 PM	Unit Approval
Approved	Heysel,Garett Robert	12/18/2019 06:59 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/15/2020 02:25 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	08/20/2020 11:34 AM	Submitted for Approval
Approved	Levi,Scott Cameron	08/20/2020 11:36 AM	Unit Approval
Approved	Heysel,Garett Robert	08/25/2020 10:05 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/25/2020 10:05 AM	ASCCAO Approval

REVISED Arabic Major Department Advising Form

Prerequisites (12)			
Regular Track	Credits	Summer Intensive	Credits
1101.01 Elementary Modern Standard Arabic I	(4)	1101 and 1102	(8)
1102.01 Elementary Modern Standard Arabic II	(4)	1103 and 2104*	(9)
1103.01 Intermediate Modern Standard Arabic I	(4)		

Arabic Major Requirements

The Arabic major consists of a minimum of 33 credit hours. A minimum of C- in any course counting toward the major is required. Half of the total hours in the major must be acquired through instruction at OSU. If 2104 is completed during a summer intensive course it will count toward the Major language requirement.

Required Arabic Language courses (3 courses 15 hours total)			
2104.01 Intermediate Modern Standard Arabic II	(5)	3105 Intermediate <i>Modern Standard Arabic III</i>	(5)
4106 <i>High Intermediate Modern Standard Arabic</i>	(5)		

Arabic Language Elective (pick one course 3 credits)			
2111 Colloquial Arabic 1 ₁	(3)	4108 <i>Advanced Arabic Grammar</i>	(3)
4120 Arabic Media	(3)		

Introduction to the Field (pick 1 course 3 credits)			
2241 <i>Contemporary Arabic Cultures: Arts, Mass Media, Society</i>	(3)	2702 Modern Arabic Literature	(3)
2701 Classical and Medieval Arabic Literature	(3)		

Arabic Electives (pick 4 courses 12 credits; one course may be from any Hebrew, Jewish Studies, NELC, Persian or Turkish prefix 3000-level or above or an approved elective outside of NELC)			
2111 Colloquial Arabic 1 ₂	(3)	5627 Classical Arabic Poetry	(3)
2112 Colloquial Arabic 2 ₃	(3)	5628 Classical Arabic Prose	(3)
3301 Contemporary Folklore in the Arab World	(3)	5651 Contemporary Arabic Prose Fiction	(3)
3601 Introduction to Arabic Philosophy	(3)	5652 Contemporary Arabic Poetry and Drama	(3)
3702 Place, Space, and Migration in Arabic Literature and Film	(3)	5701 The Qur'an in Translation	(3)
3705 A Thousand and One Nights: Storytelling in Arabic and World Literature	(3)	5702 Arabic Folk Narrative in Translation	(3)
4108 Advanced Arabic Grammar	(3)	5703 Common Heritage: Biblical Figures in the Qur'an	(3)
4120 Arabic Media	(3)	NELC 4601 Israeli and Palestinian Literature	(3)
4626 Introduction to the Arabic Qur'an	(3)		
5401 Translation: Theory and Practice	(3)	NELC/INTSTDS 5645 Contemporary Issues in the Middle East	(3)
5611 History of the Arabic Language	(3)		

Students with advanced language skills will have two options to complete their Arabic language requirements and language elective: earn credit via examination (EM credit) for select language courses or substitute 4,000-5,000 level courses for their required Arabic language requirements and electives.

REVISED Arabic Major Curriculum Map

Arabic Major

Course:	Students Achieve Intermediate High Language Competency in Arabic	Students demonstrate familiarity with the historical breadth and diversity of Arabic cultures.	Students demonstrate the ability to read and interpret critically a diverse range of Arabic texts.	Students understand and can apply major trends, approaches and issues in the field.
Prerequisites				
Arabic 1101	Beg.	Beg.	Beg.	
Arabic 1102	Beg.	Beg.	Beg.	
Arabic 1103	Beg./Int.	Beg	Beg.	
Required Language Courses				
Arabic 2104 Intermediate Modern Standard Arabic II	Int.	Beg.	Beg.	
Arabic 3105 Intermediate Modern Standard Arabic III	Int.	Int.	Beg./Int.	
Arabic 4106 High Intermediate Modern Standard Arabic	Int./Adv.	Int.	Int.	
Language Elective				
Arabic 4108: Advanced Arabic Grammar	Adv.	Int.	Int.	
Arabic 2111 Colloquial Arabic I	Int.	Int.	Int.	
Arabic 4120 Media Arabic	Int.	Int.	Int.	
Introductions to the Field				
2241: Culture of the Contemporary Arab World		Beg.	Beg.	Beg.
2701: Classical and Medieval Arabic Literature in Translation		Beg.	Beg.	Beg.
2702: Modern Arabic Literature in Translation		Beg.	Beg.	Beg.
Electives				
Arabic 2112 Colloquial Arabic II	Int./Adv.	Int.	Int.	
Arabic 3301 Contemporary Folklore in the Arab World		Int.	Int.	Int.
Arabic 3601 Introduction to Arabic Philosophy		Int.	Adv.	Int.
Arabic 3702 Place, Space, and Migration in Arabic Literature and Film		Int.	Int.	Int.
Arabic 3705 Thousand and One Nights		Int.	Int.	Int.
Arabic 4626 Introduction to the Arabic Qur'an	Adv.	Int.	Adv.	Int.
Arabic 5401 Translation: Theory and Practice	Adv.	Adv.	Adv.	Adv.
Arabic 5611 History of the Arabic Language	Beg.	Adv.	Adv.	Adv.

Arabic 5627 Classical Arabic Poetry	Adv.	Adv.	Adv.	Adv.
Arabic 5628 Classical Arabic Prose	Adv.	Adv.	Adv.	Adv.
Arabic 5651 Contemporary Arabic Prose Fiction	Adv.	Adv.	Adv.	Adv.
Arabic 5652 Contemporary Arabic Poetry and Drama	Adv.	Adv.	Adv.	Adv.
Arabic 5701 The Qur'an in Translation	Beg.	Adv.	Adv.	Adv.
Arabic 5703 Biblical Figures in the Qur'an	Beg.	Adv.	Adv.	Adv.
Arabic 4998/H Undergraduate Research	Adv.	Adv.	Adv.	Adv.
Arabic 4999/H Undergraduate Thesis	Adv.	Adv.	Adv.	Adv.
Arabic 5193 Individual Studies	Int./Adv	Int/Adv	Int/Adv	Int/Adv
Arabic 5194 Group Studies	Int./Adv	Int/Adv	Int/Adv	Int/Adv
Arabic 5797 Study at a Foreign Institution	Int./Adv	Int/Adv	Int/Adv	Int/Adv
NELC 4601 Israeli and Palestinian Literature		Int.	Adv.	Int.
NELC/INTSTDS 5645 Contemporary Issues in the Middle East		Adv..	Int.	Adv.

The Ohio State University
College of Arts and Sciences

Arabic Minor (ARABIC-MN)

Department of Near Eastern Languages and Cultures
300 Hagerly Hall, 1775 College Road
Columbus, OH 43210-1340.
614-292-9255 <http://nelc.osu.edu/>

The minor in Arabic consists of 14 -18 credit hours (depending on which language sequence students choose) of course work. Language and literature course options are listed below, in addition to required prerequisites. Up to six hours overlap between the minor and GE requirements will be permitted.

After the faculty adviser in the Department of Near Eastern Languages and Cultures has approved the Minor Program Form, you should file the form with your college or school counselor. For further information about the minor program, contact the department.

Prerequisite Courses (12 credit hours):

Arabic language courses (12 credits required):
Arabic 1101(4 credits), Arabic 1102(4 credits) Arabic 1103
(4 credits)

Language Requirement (5 Credit Hours)

Arabic 2104 Intermediate Modern Standard Arabic II (5)

Language Elective (3-5 Credit Hours)

Arabic 3105 Intermediate Modern Standard Arabic III (5)
Arabic 2111 Colloquial Arabic I (3)
Arabic 4120 Arabic Media (3)

Literature and Culture in Translation (3 credit hours)

Arabic 2241 Contemporary Arabic Cultures: Arts, Mass
Media, Society
Arabic 2701 Classical and Medieval Arabic Literature
in Translation
Arabic 2702 Modern Arabic Literature

Elective 3-5 (Credit Hours)

Arabic 2111 Colloquial Arabic I
Arabic 2112 Colloquial Arabic II
Arabic 3301 Contemporary Folklore in the Arab World (3)
Arabic 3601 Introduction to Arabic Philosophy (3)
Arabic 3702 Place, Space, and Migration in Arabic
Literature and Film (3)
Arabic 3705 A Thousand and One Nights: Storytelling in
Arabic and World Literature (3)
Arabic 4106 High Intermediate Modern Standard Arabic (5)
Arabic 4108 Advanced Arabic Grammar (3)
Arabic 4120 Arabic Media (3)
Arabic 4626 Introduction to the Arabic Qur'an (3)
Arabic 5401 Translation: Theory and Practice (3)
Arabic 5611 History of the Arabic Language (3)
Arabic 5627 Classical Arabic Poetry (3)
Arabic 5628 Classical Arabic Prose (3)
Arabic 5651 Contemporary Arabic Prose Fiction (3)
Arabic 5652 Contemporary Arabic Poetry and Drama (3)
Arabic 5701 The Qur'an in Translation (3)
Arabic 5703 Common Heritage: Biblical Figures in the
Qur'an (3)
NELC 4601 Israeli and Palestinian Literature (3)

Arabic minor program guidelines

Required for graduation: No

Credit hours required: A minimum of 14 or 18, depending on language sequence. 1000 level courses shall not be counted in the minor.

Transfer and EM credit hours allowed: A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE: A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Upper Level Credits required At least 6 credit hours must be upper-level courses as defined by the College of Arts and Sciences.

Overlap with the major and additional minor(s)

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required:

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Approval required: The minor course work must be approved by the academic unit offering the minor.

Filing the minor program form: The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor: Once the minor program is filed in the college office, any changes must be approved by the academic unit offering the minor.

Place, Space, and Migration in Arabic Literature and Film
Arabic 3702
Time and Location: TBA

Professor: Johanna Sellman
sellman.13@osu.edu
Office hours:
325 Hagerty Hall

Course Description: This course on modern Arabic literature and culture in translation focuses on questions of belonging, relationship to space, and migration. It examines how Arabic literary narratives, films, documentaries, and other arts have imagined modes of belonging to spaces such as cities and nations, the natural world (and even the universe!) from the early postcolonial period to the present. These questions are particularly foregrounded in narratives that focus on migration, borders, minoritized identities, and the environment. We will analyze a variety of narratives, from short stories and novels to documentaries and graphic novels from different regions of the Arab world and in changing historical and political contexts include The course is organized around the concepts of postcolonial travel, forced migration, diaspora, dystopias, and future writing.

Readings and class discussions are in English.

GE Categories: Diversity: Global Studies, Literature

Diversity

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

Expected Learning Outcomes:

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.

Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgement; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

In this course, we will meet these goals by:

- examining how place, space, and belonging are constructed in literary texts
- consider the aesthetic and discursive aspects of how representations of migration and climate change
- appreciating the different ways that literature has engaged with social and political issues in modern and contemporary Arab societies
- examining our own implicit and explicit beliefs about place, space, and belonging in a variety of contexts
- engaging with our classroom community in a manner that supports each individual's learning process and dignity

Course Materials:*

There are four required books for the class, which you can purchase at OSU's bookstore, order online, or check out from a library. In all cases, check the ISBN number to make sure you are purchasing the assigned edition.

Films and other readings will be available on Canvas.

Required Books:

Season of Migration to the North by Tayeb Salih, ISBN-13: 97815901730

Men in the Sun and Other Palestinian Stories by Ghassan Kanafani ISBN-13: 978-0894108570

Hope and Other Dangerous Pursuits by Laila Lalami ISBN-13: 978-0156030878

The Solar Grid by Ganzeer (ISBN tba)

Documentaries and films: We will screen several documentaries and films in class (and as pre-viewing assignments) this semester and put these visual exploration of course topics in dialogue with the literature we are reading. Whenever possible, the films will be available on platforms through the OSU libraries or elsewhere.

*Knowledge of Arabic is not required for this course. However, for those of you who have reading proficiency in Arabic and would like to consult the original texts (when available) you will find pdfs on Canvas.

Course Policies and Values:

Support: Your success and learning are important to me. We all learn differently and may need different kinds of accommodation. Please talk to me as soon as possible if there are aspects of the course that are not conducive to your learning or exclude you. We can develop strategies and adjustments to meet your needs. If you need official accommodations we will work with the Office of Student Life Disabilities to make sure that you have these met. There are many resources on campus that may be useful, including the [Writing Center](#), [Academic Advising](#), and [Academic Coaching](#).

Inclusivity: In this course, we will strive to create an inclusive learning environment. This means that different perspectives and interpretations of texts and ideas can both coexist and be questioned. This also means that we recognize that learning often initiates shifts in perspectives, approaches, and conclusions.

Email: I am keen on supporting your learning and success in this course. When you have questions relating to content and assignments in the course please consider asking them during class or in office hours. Although I am happy to answer your emails, I have found that in person conversations are typically more productive and efficient.

Assignments and Grades:

Participation 20 %: Participation is an important component of the learning process. It helps you activate your knowledge and process course materials. I recognize that participation may mean different things to different learners. In this course, participation includes a variety of practices, such as contributing to group and class discussion, listening to and responding to your peers, and reflecting on ideas through in-class writing assignments. In some classes, you will be asked to turn in written reflections on texts or discussions.

Attendance: Regular attendance is essential for success in this course. **You will be allowed three absences (including absences for illness). After that your final grade will be lowered by 3% for every absence.**

If you are in a unavoidable situation such as extended illness or in multiple OSU related competitions or events, please come and talk to me about it in office hours so that we can make a plan for your success in the course.

We will use name tents to keep track of names and facilitate conversations. Please be sure to pick up your name tent at the beginning of each class meeting.

Scaffolded Research and Writing Assignment (30% total)

You will complete several assignments that focus on particular academic writing and research skills. These will deepen your engagement with readings and documentary films of the class and prepare you for the final project. These are short written assignments of around 2 double-spaced pages.

1) Textual evidence (7.5%): In this assignment you will use textual evidence (cite, paraphrase) from *Season of Migration to the North* to support an argument or a point.

2) Scholarship as conversation (7.5%) In this assignment you will find secondary academic scholarship (academic articles, books, reference sources) on *Men in the Sun*, *Hope and Other Dangerous Pursuits*, or "Truck to Berlin," and put the ideas in conversation with your own.

3) Text and Context (7.5%). In this assignment, you will research a relevant context relating to *Salt of This Sea*, "Testimony of Malik, Prisoner #287690," or "Accidental Transients." In your assignment, you will discuss the relationship between text / film and context, that is, how the context illuminates the text / film and how the text / film represents the context.

4) Creative writing (7.5%). In this assignment you will write a short creative writing piece inspired by one of our readings. You will also include a short reflection that compare and contrast the values, contexts, and aesthetics of your piece with the class reading.

Co-Designing a Class (5%): The class will be divided into Groups A-D. The end of each unit features an integrative discussion where we synthesize ideas from previous readings, films, and theory discussed in the class. For each discussion, one group will co-design aspects of the class with the instructor. **Please meet with or communicate your ideas to the instructor at least two days before the class.**

Map + Borders Quiz (10%): Knowing your geography is important. This quiz is on contemporary Arab nations, capitals, and major bodies of water. Borders are constructed and changing. The quiz will include examples of older maps and borders and ask you to explain some of the processes that led to changing borders and may also ask you to reflect on a literary or cinematic representation of borders we have discussed in class.

End of course discussion (5%): On the last day of class, we will revisit and review the major ideas of the course.

Final Project: Short Research Paper or Creative Project (30%):Your final project is a short research paper (around 6-7 double-spaced pages) where you support and argument using textual evidence from semester readings. You will also engage with context and secondary academic sources.

There is also a creative option. You may write a short story, creating a film, podcast, write poetry, etc. or do something else related to the topics of the class. Please talk to me if you are planning on this option. A creative project will include a short written reflection (about 2 double-spaced pages) on the process and the goals for your work.

Grade Distribution:

Scaffolded Research and Writing Assignment:30 %

5) Textual evidence (7,5%)

- 6) Scholarship as conversation (7,5%)
- 7) Text and Context (7,5%)
- 8) Free response writing (7,5%)

Participation: 20 %

(in class assignments, written reflections, seminars, quizzes, etc.)

Co-designing a class: 5%

Map + borders quiz: 10%

End of course discussion: 5%

Short Research Paper / Creative Option: 30%

Course Schedule (subject to change):

*Each week has a dedicated module on [Canvas](#)

Week One: Literature / Place, space, and belonging

1/9 Introductions / Course outcomes and assignments

1/11 Before class: read “What is Literature and Does It Matter?” in *Literary Theory: A Very Short Introduction* by Jonathan Culler and “Introduction” in *Postcolonialism: A Very Short Introduction* by Robert J.C. Young (<http://www.veryshortintroductions.com> Sign in with your OSU ID)

Week Two: Place, space, and belonging

1/16: Drama-based pedagogy: Workshop on Place, Space, and Belonging

1/18 Before class, read “Introduction” and pp. 3-17 in *Season of Migration to the North*

Week Three: Season of Migration / Postcolonial Migration

1/23 Before class, read pp. 18-58 *Season of Migration to the North*

1/25 Before class, read pp. 59-86 *Season of Migration to the North*

In-class screening of [Nasser’s Republic: The Making of Modern Egypt](#) (2016)

Week Four: Season of Migration / Colonial and Postcolonial Migration

1/30 Before class, read pp. 87-139 in *Season of Migration to the North*

2/1 Integrative Discussion and Collaborative Course Design (Group A)

+ Textual Evidence Assignment due between Friday 2/1/19-Friday 2/8/18 at 5 pm

Week Five: Forced Migration / Undocumented Migration

2/6 Before class, read pp. 9-15 "Introduction" and pp. 21- 44 in *Men in the Sun* by Ghassan Kanafani and browse IOM "[Key Migration Terms](#)"

2/8 Before class, read pp. 44-74 in *Men in the Sun* by Ghassan Kanafani and "The Necessary Politics of Palestinian Cultural Studies" by Helga Tawil-Souri in *Arab Cultural Studies: Mapping the Field* (OSUL)

Week Six: Forced Migration / Undocumented Migration

2/13 Before class, read first half of *Hope and Other Dangerous Pursuits* by Laila Lalami

2/15 Before class, read second half of *Hope and Other Dangerous Pursuits* by Laila Lalami

Week Seven Forced Migration / Undocumented Migration

2/20 "Truck to Berlin" by Hassan Blasim (on Canvas) + the poem "[Mimesis](#)" by Fady Joudah

2/22 Library Research Day: Meet in Thompson Library 150

+ Research as Conversation Assignment Due between 2/22/19-3/1/19

Week Eight: Diaspora

2/27 Integrated Discussion on Forced Migration Literature (Collaborative Course Design – Group B)

3/1 Before class: watch first hour of *Salt of This Sea* (Jacir 2008)

In-class screening and discussion of *Salt of This Sea* (Jacir 2008)

+ Text and Context Assignment Due between 3/1/19-3/8/19

Week Nine: Diaspora

3/6 "Testimony of Malik, Prisoner #287690" and "Accidental Transients" (On Canvas) from *Him, Me, Mohamed Ali* (2016) by Randa Jarrar

3/8 Integrative Discussion on Diaspora (Collaborative Course Design – Group C) + **Map and Borders Quiz**

Week Ten: Spring Break!

Week Eleven: Migration, the Global Community, and Climate

3/20 Before class, explore The International Center for Agricultural Research in the Dry Areas' website: <https://www.icarda.org>

Begin Screening of *Wild Relatives* (2018) by Jumana Manna

3/22 Discussion of *Wild Relatives* (2018) by Jumana Manna

Due 3/22: Tentative topic, ideas, and sources for final project

Week Twelve: Imagining Mobility and Dystopian Climate Futures

3/27 Before class, read first half of *The Solar Grid* by Ganzeer

3/29 Before class, read the second half of *The Solar Grid* by Ganzeer

+ Free response reflection on an event that you have attended

Week Thirteen: New Diasporas in Film

4/3 Integrated discussion on migration and climate change in film and literature (Group D)

4/5 Screening and discussion of films from the Syrian diaspora *Here You Are* (Hezam 2017) and *The Boy and the Sea* (Ajouri 2017)

Week Fourteen: Imagining Place and Belonging in the Future

4/10 "N" by Majd Kayyal in *Palestine + 100* (on Canvas)

4/12 "Baghdad Syndrome" by Zhraa Alhaboby from *Iraq + 100* (on Canvas) and

Week Fifteen: Course Conclusions

4/17 Peer Review / sharing ideas for final papers + questions

4/19 End of course discussion

Final Projects are due: Friday, April 26 at noon

STUDENT RESOURCES:

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

Statement on title IX

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.**

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/>.

GE Assessment Plan for Literature

Arabic 3702: Place, Space, and Migration in Modern Arabic Literature and Film

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students analyze, interpret, and critique significant literary works.</p>	<p><u>Direct:</u> A written assignment (part of the scaffolded research assignment) focuses on how to use textual evidence to support and argument or claim about a literary text. In this assignment, students will practice close reading skills.</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 brought to the</p>
<p><u>ELO 2</u> Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</p>	<p><u>Direct:</u>, Students will complete a creative writing assignment inspired by one of our literary readings. They will reflect on the personal and social values that they are expressing in their writing and compare and contrast these with the course reading that inspired it.</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>Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix: Assessment Rubric for Arabic 3702 course

Two examples of direct measures:

1. In-class writing prompts:

- a. *ELO 1 sample question:* How would you characterize the relationship between the graffiti-inspired aesthetics of Ganzeer's graphic novel *The Solar Grid* and the points it is making about the global present and future?
- b. *ELO 2 sample question:* Laila Lalami's novel *Hope and Other Dangerous Pursuits* represents undocumented / irregular Mediterranean migration, a topic that is often represented and discussed in the media. What can we learn from literary narratives that is different from the news media's representation of migration? In our present time, what do you think are the most important ethical considerations when it comes to representing undocumented migration?

2. Sample of short assignments 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 sample assignment:* A written assignment (part of the scaffolded research assignment) focuses on how to use textual evidence to support and argument or claim about a literary text.
- b. *ELO 2 sample assignment:* In your creative writing assignment, what were the main personal and social values you were exploring and / or expressing. Compare and contrast these with those of the literary text that inspired your writing.

Indirect measure:

Opinion Survey

At 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.

Literature ELO 1

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

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly
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Please explain:

Literature ELO 2

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

1. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

GE Assessment Plan for Cultures and Ideas

Arabic 3702: Place, Space, and Migration in Modern Arabic Literature and Film

Meets GE requirements for Diversity: Global Studies

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	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>	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><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> As a part of the larger scaffolded research assignment, students complete a "Text and Context" assignment. In this short writing assignment students research a context that is relevant to one of the literary works and reflect on <i>how</i> it is represented in the text.</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 brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> In-class written reflection on how the course affected their understanding of different kinds of migration</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>	

Appendix: Assessment Rubric for Arabic 3702 course

Two examples of direct measures:

1. In-class writing prompts:

- a. *ELO 1 sample question:* How is nature portrayed in Ghassan Kanafani's novella *Men in the Sun*? Think of specific words and metaphors that are used in the text and the effect they have on your understanding of the men's attempt to cross the border into Kuwait.
- b. *ELO 2 sample question:* How have the readings and discussions in this course affected your own understanding of migration and mobility. Give specific examples!

2. Sample of short assignments 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 sample assignment:* Text and Context written assignment (part of the scaffolded research assignment) asks students to research a context that is relevant to our texts and films and consider *how* it is represented in a novel, short story, or film.
- b. *ELO 2 sample assignment:* In-class writing reflection on how course readings and discussions have shaped students' understandings of mobility and migration (see prompt above).

Indirect measure:

Opinion Survey

At 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 analyze and interpret major forms of human thought, culture, and expression.

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 evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

ARABIC 3702 / PLACE, SPACE, AND MIGRATION IN MODERN ARABIC LITERATURE AND FILM

GE Rationale – Diversity – Global Studies GE Rationale Literature

This course introduces students to a significant region for global literature and cinema, the Arabic-speaking region, and explores a diversity of narrative and cinematic approaches to representing place, space, and migration. Literature and cinema are important artistic modalities. They can serve both as windows into larger political and cultural processes and as spaces where new ideas emerge and where dominant modes of thinking are either challenged or reinforced. Specifically, this course focuses on belonging and movement across a variety of spaces, from cities and nature, to the nation state, to migratory routes and even the solar system and universe. The course features texts and films from the early postcolonial period to the present, thus allowing students to compare writing and cinema across time and it features a variety of literary and cinematic forms and genres. The course is organized around different kinds of movement: postcolonial travel, forced migration, diaspora, and imagining mobility in the future. Students will learn about a political, economic, and environmental contexts that create the conditions for migration, including colonial and postcolonial ties, forced displacement during wars, labor migration, and climate change. By analyzing film and literature on these topics, students will gain insight into important contexts and appreciate how literature and film can create new perspectives, questions, and ideas.

Diversity

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

Expected Learning Outcomes:

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) We will study different kinds of migration, which are present not only in the Arabic-speaking world, but also globally
 - b) The course compares political and NGO discourses on mobility and migration to that in specific literary narratives and film
 - c) In written assignments, students will research and write on significant contexts of the films and literary narratives discussed in the course
 - d) In class discussions, we will consider the different meanings of citizenship
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

- a) In the theatre and storytelling workshop at the beginning of the course, students will learn and reflect on their implicit and experienced knowledge of belonging and migration.
- b) In a free response written reflection later in the semester, students will consider how the class discussions and / or a film or literary narrative in the course affected their perception of belonging and migration
- c) The topics of the course highlight the role of migration in shaping diverse societies, both in the Arabic-speaking world and the United States
- d) In the final section on imagining the future, we will write about and discuss what global citizenship may mean in the future

Literature

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgement; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
 - a) This course exposes students to a variety of literary styles and genres and asks students to make connections between ideas and aesthetics
 - b) In viewing and discussing film (including documentary film) students will reflect on how artistic choices such as camera angle, different types of shots, and different narrative devices impacts the meaning made in the film
 - c) In a series of written assignments, students write about literature and film through a variety of interpretive lenses
 - d) In class discussions we will situate literature and film in historical context, considering both how the context shapes the it and how it shapes our understanding of context

2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
 - a) In our readings and screenings we will consider how personal and social values are being upheld, challenged, or undone in literature and film of migration
 - b) Students will be part of a group that designs an integrative discussion at the end of one course section. They will evaluate their contribution, considering what the underlying values that guided their course plan
 - c) In our discussions we will evaluate the underlying value judgments in a variety of discourses on migration
 - d) In small group work an written work, we will reflect on when we were surprised by an idea or representation and how new ideas are interacting with our own implicit and explicit values

