

Term Information

Effective Term Autumn 2020
Previous Value Summer 2019

Course Change Information

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

We are adding options for offering this course in an online format

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

We believe this will attract a larger pool of possible students and also make the course more accessible to students.

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

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

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	Arabic
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2241
Course Title	Contemporary Arab Cultures: Arts, Mass Media, Society
Transcript Abbreviation	Cont Arab Cultures
Course Description	This course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different cultural phenomena in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, law, television & cinema, and more.
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
<i>Previous Value</i>	<i>No</i>
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, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Culture and Ideas; 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

- Analyze and contextualize different forms of cultural practices in the Arab world.
- Critically evaluating the term culture and fields of study associated with it
- Examine how different notions of Arab culture have been constructed and represented in cultural practices.

Content Topic List

- Arab world diversities and similarities
- The colonial experience
- Islam in Practice
- Gender issues & family, kinship, identity
- Popular arts and folk cultures
- Migration, diaspora, exile
- The Youth Crisis and new media
- Nationalism and Conflict
- Arabic Language and Oral/Aural Culture

Sought Concurrence

No

Attachments

- Arabic 2241 Sellman SP18.pdf: Classroom Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Arabic2241_online_syllabus_Dec19.docx: Online Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Arabic2241_online summer syllabus_Dec19.docx: Summer Online Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Arabic 2241 Online.pdf: DL Course Component Technical Review checklist
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Arabic 2241 Sellman SP18.pdf: Summer DL Component Technical Review
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- GE Culture and Ideas Rationale - Arabic 2241.docx: GE Culture and Ideas Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Assessment Plan for Culture and Ideas - online Arabic2241.docx: GE Culture and Ideas Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Diversity Rationale - Arabic 2241.docx: GE Diversity Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Assessment Plan for Diversity_ Online Arabic2241.docx: GE Diversity Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)

Comments

- Mike Kaylor suggested we create a regular online syllabus and a summer online syllabus and he completed tech reviews for both, slightly different, versions of the course. I have also attached the most recent classroom offering syllabus for comparison and revised Rationale/Assessment Plans that account for the different instructional methodology. - Jeremie *(by Smith,Jeremie S on 12/18/2019 03:37 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	12/18/2019 03:37 PM	Submitted for Approval
Approved	Holub,Robert Charles	12/18/2019 04:02 PM	Unit Approval
Approved	Heysel,Garett Robert	12/18/2019 06:55 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	12/18/2019 06:55 PM	ASCCAO Approval

Welcome!

Cultures of the Contemporary Arab World (Arabic 2241)

Spring 2018

Mendenhall Lab 185

The Ohio State University

Tue / Thu 9:35-10:55

<https://twitter.com/Arabic2241>

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[Course Instructors](#)

[Course Description](#)

[Active Learning](#)

[Assignments and Assessment](#)

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[General Education](#)

[Student Resources](#)

[Schedule:](#)

[Unit One \(weeks 1-4\): Culture and Society](#)

[Unit Two \(weeks 5-8\): Literature and Performance](#)

[Unit Three \(weeks 9-12\): Visual Culture](#)

[Unit Four \(weeks 13-4\): Culture as Everyday Practice](#)

*"Ahlan wa sahan" (Welcome), artwork by Yusuf Alahmad displayed at the Arab American National Museum.

[Image](#)

Professor: [Johanna Sellman](#)

Office: 325 [Hagerty Hall](#)

Email: sellman.13@osu.edu

Office hours: Thursdays 11-12 and by appointment

Teaching Assistant: [Trisha Myers](#)

Office: 378 Hagerty Hall

Email: myers.863@osu.edu

Office hours: Tuesdays 11-12

Co-designer of Curriculum: Youmna Deiri

Office: 218 D Arps Hall

Emdiri-rieder.1@osu.edu

Course Description: This course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different cultural phenomena in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, law, television & cinema, and more. We will critically examine various meanings of the term “culture” and appreciate the diversity of ways that Arab cultures are defined. We will read essays from

The Cambridge Companion to Modern Arabic Culture (Ed. Dwight F. Reynolds) and engage with literature, film, cuisine, and music from Arab regions. This course takes an active learning approach; we will cultivate a learning community that supports the dignity and intellectual development of each member and the whole. Students will also play an active role in curating course content. Taught in English.



Active Learning

This course takes a student-centered, active learning approach. Students will reflect on their learning and contribute to course content and class format. We will have some short lectures, guided instruction, and presentations in this class, but the majority of our in-class activities are participatory and interactive. Together, we will generate questions that guide discussion and analysis. Students will learn different discussion formats and ways to facilitate conversations, that they can use beyond this course.

For more on the teaching methodologies that inspire this course, see the resources below:

Davidson, Cathy N. and David Theo Goldberg, *The Future of Thinking: Learning*

[Socratic Seminar](#)

[Jigsaw classroom](#)

[“The Big List of Classroom Discussion Strategies”](#)

[Split entry journaling](#)

Asking questions (see short article under Socratic seminar assignment)

Participation is an important component of the learning process. It helps you activate your knowledge and process course materials. We recognize that participation may mean different things to different learners. In this course, participation includes a variety of practices, such as:

- contributing to small group and whole class discussion
- listening to and responding to your peers

Institutions in a Digital Age (MIT Press, 2010). [Open Access PDF]

HASTAC Scholars. “The Pedagogy Project.” HASTAC, www.hastac.org/pedagogy-project.

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.

Jones, Leo. *The Student-Centered Classroom*. Cambridge: Cambridge University Press, 2007.

Savonick, Danica. “Community Guidelines: Fostering Inclusive Discussions of Difference,” hastac.org, August 28, 2017.

[Class Learning Formats / Pedagogy resources:](#)

- Posting and responding to others on our Twitter page
- asking questions
- participating in Socratic seminars

Students will evaluate their participation in their participation portfolio.

Regular attendance is essential for success in this course. You will be allowed three unexcused absences. After that your final grade will be lowered by 3% for every unexcused absence. However, if you are sick, please stay home and rest! If you are missing class due to illness or for other unavoidable reasons, please contact Johanna Sellman or Youmna Deiri to let us know. Other excused absences include religious holidays, OSU competitions, deaths in the family, etc. 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.

Asking questions: In this class, we will discuss how to formulate and revise questions that can take a discussion to a deeper level. We will think about ways to probe underlying assumptions within questions and how to revise questions in order to catalyze new insights or ways of looking at an issue. You will pose questions on Twitter (see Portfolio assignment) and prepare questions before Socratic seminar days.

- **Country Spotlight:** Before class, the profile of the country that we are spotlighting that day at: <http://www.everyculture.com/>. You may choose to Tweet an interesting article / image / or aspect to our course Twitter page @Arabic2241.

Assignments and Assessment:

See Canvas for detailed descriptions and rubrics

In-class reflection on “what is culture?”: At the end of the second week of class, students will write an in-class reflection that synthesizes different theories of culture and approaches to the study of Arab cultures. **(5%)**

Participation Portfolio: (30%) The participation portfolio offers a space for students to reflect on and communicate learning and engagement throughout the semester. It consists of 1) Weekly reflections participation notes (posted weekly, at least ten times during the semester), a weekly Twitter post, a discussion of an event related to Arab cultures, and a midpoint check-in.

Research Report: Students will sign up to research and write on a topic related to the main topic of the week. Please consult with a course instructor if you would like to research something other than the suggested topics. Your assignment will feature an annotated bibliography, a discussion of nuances, and connect your topic with questions of studying culture.

The research assignment is due one week before your group presentation. (20%)

Group Presentation and Leading Class

Discussion: All students who are researching a particular cultural

phenomenon (for example, music, poetry, etc.) will collaborate on a group presentation and class discussion. The group (or representatives from the group), will meet with an instructor at least two days before the presentation to make a plan for the class. **(10%)**

Socratic Seminars: At the end of each major unit we will synthesize content and take our discussions to a deeper levels through Socratic seminars. Socratic seminars are built on evidence-based inquiry and respectful dialogue. Each student will prepare a discussion question prior to the seminar. **(10%)**

Map Game: Knowing your geography is important. We will practice a map game and keep each other accountable to know the names and locations of all of the countries and capitals of Arab countries. **(5%)**

Final Project: Our final project consists of a short (approximately 500 words) review of a cultural object (book, film, poetry collection, album) or event (concert, dance performance, public discussion, etc.) that relates to Arab cultures. The review should be engaging and target a general audience while also being anchored in the field of Arab cultural studies. You will select and image to accompany the review. We will post the reviews to a shared course blog. **(20%)**

The grading scale we will use in this class is as follows:

93-100 A 90-92 A-

87-89 B+ 83-86 B 80-82 B-

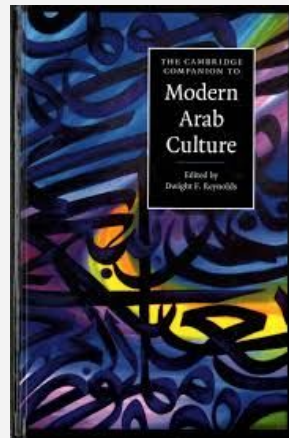
77-79 C+ 73-76 C 70-72 C-

65-69 D

0-64 E

Readings and course materials:

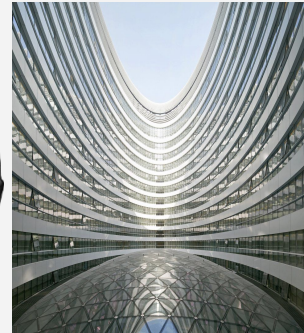
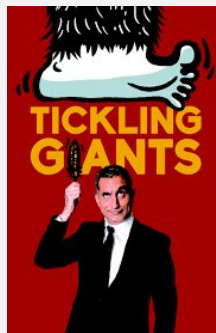
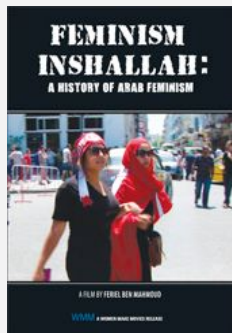
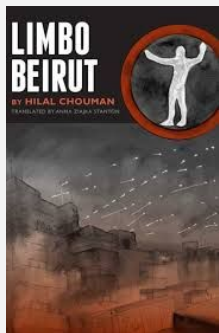
Many of our readings are from Reynolds, Dwight F, ed. **The Cambridge Companion to Modern Arab Cultures** (Cambridge: Cambridge University Press, 2015) ISBN: 9780521725330



- You can purchase the book at the OSU campus bookstore or order it online.

Other course materials will be made available on Canvas or in class.

* Please bring readings to class on the day that we are discussing them, either in print format or on a device.



General Education:

This course fulfills the General Education (GE) requirement for non-western / **global studies** and **cultures and ideas**, which will help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Global Studies: 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 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.

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes: 1. Students analyze and interpret major forms of human thought, culture, and expression. 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In this class we will meet these goals and outcomes by:

- **Analyzing and contextualizing different forms of cultural practices in the Arab world**
- **Critically evaluating the term culture and fields of study associated with it**
- **Examine how different notions of Arab culture have been constructed and represented in cultural practices**

Course Schedule:
(subject to change)

Unit One: *Culture and Society*

Week One ١ / What is Culture? ما معنى الثقافة؟

1/9 Introductions: shaping our learning community

1/11 Before class, read: “Modern Arab culture: introductory remarks” in MAC and Raymond Williams “Keywords: culture”

In class: Threshold concepts / Orientalism / How do we study culture?

Week Two ٢ / The Arabic Language اللغة العربية

1/16 Before class, read: “The question of language” in MAC

In class: Think-Pair-Share on different language registers

1/18 Before class, read: “Ethnic and religious minorities” in MAC, “Who are the Arabs?” by Steve Tamari

Country spotlight: [Bahrain](#)

In class: written reflection on “what is culture?”

Week Three ٣ / Nahda النهضة

1/23 Before class, read: “*Nahda*: the Arab project of enlightenment” in MAC

Country spotlight: [Lebanon](#)

In class: Introduction to the research report + writing an annotation

1/25 Before class, watch: *Feminism Insha'allah* (available on Secured Media Library), read “[How to Not Study Gender in the Middle East](#)”

Country spotlight: [Egypt](#)

In class: split entry journaling and small group discussions

Week Four ٤ / Law القانون

1/30 Before class, read: “Law” in MAC

Optional: what documentary “[Marriage and Divorce in Morocco](#)” by Mudawana legal reform in Morocco and read article “[State and Gender in the Maghreb](#)”

Country spotlight: [Morocco](#)

In class: Discussion

Asking questions

Information literacy / sources for studying Arab cultures

2/1 *Socratic Seminar*

Country spotlight: [Comoros](#)

Unit Two: Literature and Performance

Week Five ٥ / Narrative الرواية

2/6 Before class, read: “Narrative” in MAC

Country spotlight: [United Arab Emirates](#)

2/8 Before class, read one chapter of *Limbo Beirut* (On Canvas) + translator’s introduction

Country spotlight: [Sudan](#)

In class: Group A presentation + discussion

Jigsaw classroom

Week Six ٦ / Poetry الشعر

2/13 Before class, read: “Poetry” in MAC, + Abu Qasim al-Shabbi poem “[The Will to Life](#)” (optional: [listen to the poem in Arabic](#))

Country spotlight: [Tunisia](#)

2/15 Before class, read: select poems (on Canvas)

Group B presentation + discussion

Week Seven ٧ / Music الموسيقى

2/20 Before class, read: “Music” in MAC + listen to / listen to the music discussed in chapter:

- [Ya man la’ibat bihi shamaluhu](#) (Nazim al-Ghazali’s version)
- [Saber El Reba’s Sidi Mansour](#)
- [Umm Kulthum’s Ghanni li shwayya](#) (Sing to me Sweetly) (music begins at 1:52)
- [Hisham ‘Abbas’s Asma’ Allah al-husna](#)
- [Hakim’s es-Salami ‘alaykum](#) (Peace be upon you)

- Nancy Ajram's *Ah wa-nuss*

Country spotlight: [Jordan](#)

2/22 Before class, read: "Electro-Dabke: Performing Cosmopolitan Nationalism and Borderless Humanity" by Nadeem Karkabi"

Country spotlight: [Mauretania](#)

Group C presentation + discussion

Week Eight ^٨ / Theater المسرح

2/27 Before class, read: "Theater" in MAC, excerpt of Wannous play

Country spotlight: [Syria](#)

3/1 *Socratic Seminar on Literature and Performance*

Country spotlight: [Yemen](#)

Due: Midpoint check-in

Unit Three: Visual Culture

Week Nine ^٩ / Cinema & Television السينما والتلفزيون

3/6 Before class, read: "Cinema and Television" in MAC

Country spotlight: [Qatar](#)

3/8 Before class, read article: (one on contemporary cinema and one on television)*

Country spotlight: [Oman](#)

Group D presentation + discussion

Spring Break

Week Ten ^{١٠} / Film Screening and Discussion

3/20 In-class screening of *وهلاً لوين؟* / *Where Do We Go Now?* (Nadine Labaki, 2001)

Country spotlight: [Saudi Arabia](#)

3/22 Before class, find and read two reviews relating to the film (search academic and journalistic sources)

film discussion

Country spotlight: [Kuwait](#)

Week Eleven ^{١١} / Art الفن

3/27 Before class, read: “Art” in MAC

Country spotlight: [Libya](#)

In class: gallery talks

3/29 Country spotlight: [Djibouti](#)

Group E presentation + discussion

Week Twelve ١٢ / Architecture / فن العمارة

4/3 Read: “Architecture” in MAC + Explore images on Archnet

Country spotlight: [Iraq](#)

4/5 *Socratic Seminar on Visual Culture*

Country spotlight: [United Arab Emirates](#)

Unit Four: Culture as Everyday Practice

Week Thirteen ١٣ / Humor / الظرافة / الضحك

4/10 Before class, read: “Humor” in MAC

Country spotlight: [Somalia](#)

4/12 Before class: watch [Tickling Giants](#)

Country spotlight: [Yemen](#)

Group F presentation + discussion

Week Fourteen ١٤ / Migration and Diaspora / الهجرة والشتات

4/17 Before class, read: “Migration and Diaspora” in MAC

Country spotlight: [Palestine](#)

Group G Presentation and Discussion

4/19 *Final Reflection + flash presentations on final projects*

Due: Participation portfolios

Student Resources:

Mental and Emotional Health:

If you are experiencing a personal crisis or problems that are difficult for you to manage please contact the OSU Counseling and Consultation Services (614-292-5766;

<http://www.ccs.ohio-state.edu>). This service is free and confidential to students. Staff is there to provide support and guidance.

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their

needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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://studentaffairs.osu.edu/info_for_students/csc.asp).

SYLLABUS: Arabic 2241

Contemporary Arab Cultures: Arts, Mass Media, Society

Autumn 2020

Course overview

Instructor

Instructor: TBA

Email address:

Phone number:

Office hours:

Office Location:

Course Coordinator

Course description

This online course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different cultural phenomena in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, television & cinema, theatre and more. We will critically examine various meanings of the term “culture” and appreciate the diversity of ways that Arab cultures are defined and expressed. We will read chapters from *The Cambridge Companion to Modern Arab Culture* (Ed. Dwight F. Reynolds) and engage with literature, film, mass media, cuisine, and music from Arab regions. Through readings, online lectures and discussions we will cultivate a learning community that supports the dignity and intellectual development of each member and the whole. Taught in English.

Course learning outcomes

By the end of this course, students should successfully be able to:

- appreciate and understand some of the complexity of modern Arab cultures and the ways that they have changed over time
- discuss and analyze artistic and cultural practices in the Arab world within dynamic political, historical, aesthetic, and intellectual contexts
- identify regional, national, and ethnic borders and specificities in the region while recognizing the fluidity between those categories
- Understand and compare key theories of culture and critically assess them in a variety of contexts
- identify and examine their own implicit beliefs about culture
- locate, evaluate, and synthesize appropriate information sources on topics in Arab cultures

GE Course Information

This course fulfills the General Education (GE) requirement for non-western / global studies and cultures and ideas, which will help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Global Studies: 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 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.

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

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

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

In this class we will meet the GE and course outcomes by:

- Learning about the history of different arts and cultural practices in the modern Arab world
- Reading and engaging with numerous primary sources such as novels, poetry, visual art, architecture, film, etc.
- Discussing how to analyze and contextualize different cultural practices in the Arab world through online lectures and discussion
- Responding to different perspectives in online discussions and in comparing different sources
- Reflecting on and discussing our own responses to the materials of the course

Course materials

Required:

The Cambridge Companion to Modern Arab Cultures (Cambridge: Cambridge University Press, 2015) ISBN: 9780521725330 (print)

The Final Bet by Abdelilah Hamdouchi (Cairo: The American University of Cairo Press, 2008) ISBN-13: 978-9774161506 (print)

All other materials will be provided on Canvas or on OSU Library streaming services.

Other fees or requirements

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills

- Navigating Carmen

Technology skills necessary for this specific course

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

Necessary equipment

- **Computer:** current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed
- **Microphone:** built-in laptop or tablet mic or external microphone

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

Assignment or category	Points
Weekly reading quizzes	20

Assignment portfolio	15
Online discussion posts	15
Posting questions + leading discussion	10
Research paper proposal	15
Research paper	25
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Reading Quizzes: (20%) Complete weekly online quizzes covering assigned reading and course assignments

Assignment Portfolio: (15%) Portfolio of smaller assignments posted weekly. May include experiential assignments and video recordings. Complete at least ten for full credit.

Online Discussion Posts: (15%) Post weekly on Carmen, in the Course Discussion Forum, during the semester on course content and participation

Posting Questions + Leading Discussion: (10%) Post questions and lead discussions on Carmen, in the Course Discussion Forum, during the semester on course content on week(s) assigned

Research Paper Proposal: (15%) Students review all of the topics in the syllabus and decide by the fifth week on a topic for their research paper. (Please consult with the course instructor if you would like to research something other than the suggested topics.) This assignment requires discussion with and approval of instructor no later than the sixth week. Students are required to undertake external reading and research from both print and electronic sources. This assignment **CANNOT** be successfully completed by merely using Google and Wikipedia as research tools. Following research, students will prepare a research paper proposal that includes the following: 1) abstract; 2) outline; and 3) bibliography.

An abstract is a 200 to 250-word paragraph that provides a brief summary of the research paper and its organization. It expresses the student's thesis (or central claim) and key points. It should also suggest any implications or applications of the research that will be discussed in the paper.

An outline is a plan for the research paper, where students provide the organization, main points, and evidence so it would be easier to write the essay.

A bibliography (1-2 pages, single-spaced) lists the sources used to generate your ideas for the research paper. [MLA citation style](#) is preferred, but any consistent reference style will be permitted. At least five academic sources (from academic journals or books beyond those provided in the course) are required.

Research Paper Project: (25%) The purpose of the research project is to encourage students to learn more about Arab culture through their own research. The secondary objective is to increase the knowledge base about contemporary Arab cultural practices. Following submission of the research paper proposal, students will work on a research paper between 5-8 typed, double spaced pages (not including the cover page and the bibliography page). This work is done individually.

Late assignments

Students may receive partial credit for late assignments. They are encouraged to contact instructors if they are in a situation that is preventing timely completion of course work.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+

73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback within 7 days.

E-mail

I will reply to e-mails within 24 hours on school days.

Discussion board

I will check and reply to messages in the discussion boards every 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

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: **2+ 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

Policies for this online course

- **Quizzes and exams:** You must complete the quizzes yourself, without any external help or communication.

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the MLA, APA, or Chicago style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you

modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

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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

Undergraduate Advising and Academic Services:

<http://advising.osu.edu/welcome.shtml>

Buckeye Link to Student Services: <http://ssc.osu.edu>

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Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/25-8/30	Topic and lecture: What is culture? Read: "Folklore" in MAC and "Culture and Civilization" in Terry Eagleton's <i>On Culture</i>
2	8/31-9/6	Topic and lecture: Identities in the Arabic-speaking world Read: "The Arabic Language" and "Ethnic and Religious Minorities" in MAC

3	9/7-9/13	<p>Topic and lecture: Gender and Feminism</p> <p>Watch: Feminism Inshallah: A History of Arab Feminism</p> <p>Watch: Feminism in the Arab World: All About Women 2019</p>
4	9/14-9/20	<p>Topic and lecture: Marriage, Family, and Adulthood</p> <p>Watch: Algerian Wedding</p> <p>Read: “The Negotiation of Waithood: The Political Economy of Delayed Marriage in Egypt” in <i>Arab Youth: Social Mobilisation in Times of Risk</i> (pdf on Carmen)</p> <p>Read: “The Role of the Family” (pdf on Carmen)</p>
5	9/21-9/27	<p>Topic and lecture: Food and Cuisine</p> <p>Read: “Food and Cuisine” in MAC</p> <p>Assignment: Go to Arab restaurant/supermarket (i.e Mediterranean Foods Imports, Lavash Cafe)</p>
6	9/28-10/4	<p>Topic and lecture: Narrative</p> <p>Read: “Narrative” in MAC</p> <p>Read: <i>The Final Bet</i> by Abdelilah Hamdouchi</p>
7	10/5-10/11	<p>Topic and lecture: Theatre</p> <p>Read: “Theatre” in MAC</p> <p>Read: <i>The King’s Elephant</i> by Saadallah Wannous</p>
8	10/12-10/18	<p>Topic and lecture: Cinema & Television</p> <p>Read: “Cinema & Television” in MAC</p> <p>Watch: <i>Hassan wa Murqus</i> (Imam 2008)</p>

9	10/19-10/25	<p>Topic and lecture: Poetry</p> <p>Read: "Poetry" in MAC</p> <p>Read poems on Carmen</p>
10	10/26-11/1	<p>Topic and lecture: Music</p> <p>Read: "Music" in MAC (+listen to the songs discussed in the chapter)</p> <p>Watch: Slingshot Hip Hop (on YouTube), Tamer Nafar of DAM speaks on hip-hop and the global resistance, Tamer Must Vote</p> <p>Read: "Boycott Israel's Election? A Palestinian Rapper Says No"</p>
11	11/2-11/8	<p>Topic and lecture: Art</p> <p>Read: "Art" in MAC</p> <p>View slideshow in Carmen</p> <p>Visit: Museum with No Frontiers + discussion</p>
12	11/9-11/15	<p>Topic and lecture: Architecture</p> <p>Read: "Architecture" in MAC</p>
13	11/16-11/22	<p>Topic and lecture: Humor</p> <p>Read: "Humor" in MAC</p> <p>Watch: Tickling Giants</p> <p>Assignment: Learn, memorize, and record a joke from MAC: Why did you choose the joke? What do you understand or don't understand about the joke?</p>

14	11/23- 11/29 Thanksgiving	Topic and lecture: Migration and Diaspora Read: “Migration and Diaspora” in MAC Watch: Amreeka (Dabis 2009)
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SYLLABUS: Arabic 2241

Culture of the Contemporary Arab World: Arts, Mass Media, Society

Summer 2020

Course overview

Instructor

Instructor: TBA

Email address:

Phone number:

Office hours:

Office Location:

Course Coordinator

Course description

This online course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different cultural phenomena in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, television & cinema, theatre and more. We will critically examine various meanings of the term “culture” and appreciate the diversity of ways that Arab cultures are defined and expressed. We will read chapters from *The Cambridge Companion to Modern Arab Culture* (Ed. Dwight F. Reynolds) and engage with literature, film, mass media, cuisine, and music from Arab regions. Through readings, online lectures and discussions we will cultivate a learning community that supports the dignity and intellectual development of each member and the whole. Taught in English.

Course learning outcomes

By the end of this course, students should successfully be able to:

- appreciate and understand some of the complexity of modern Arab cultures and the ways that they have changed over time
- discuss and analyze artistic and cultural practices in the Arab world within dynamic political, historical, aesthetic, and intellectual contexts
- identify regional, national, and ethnic borders and specificities in the region while recognizing the fluidity between those categories
- Understand and compare key theories of culture and critically assess them in a variety of contexts
- identify and examine their own implicit beliefs about culture
- locate, evaluate, and synthesize appropriate information sources on topics in Arab cultures

GE Course Information

This course fulfills the General Education (GE) requirement for non-western / global studies and cultures and ideas, which will help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Global Studies: 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 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.

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

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

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

In this class we will meet the GE and course outcomes by:

- Learning about the history of different arts and cultural practices in the modern Arab world
- Reading and engaging with numerous primary sources such as novels, poetry, visual art, architecture, film, etc.
- Discussing how to analyze and contextualize different cultural practices in the Arab world through online lectures and discussion
- Responding to different perspectives in online discussions and in comparing different sources
- Reflecting on and discussing our own responses to the materials of the course

Course materials

Required:

The Cambridge Companion to Modern Arab Cultures (Cambridge: Cambridge University Press, 2015) ISBN: 9780521725330 (print)

The Final Bet by Abdelilah Hamdouchi (Cairo: The American University of Cairo Press, 2008) ISBN-13: 978-9774161506 (print)

All other materials will be provided on Canvas or on OSU Library streaming services.

Other fees or requirements

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

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

Necessary equipment

- **Computer:** current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed
- **Microphone:** built-in laptop or tablet mic or external microphone

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

Assignment or category	Points
Weekly reading quizzes	20

Assignment portfolio	15
Online discussion posts	15
Posting questions + leading discussion	10
Research paper proposal	15
Research paper	25
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Reading Quizzes: (20%) Complete weekly online quizzes covering assigned course reading and assignments

Assignment Portfolio: (15%) Portfolio of experiential assignments and video recordings. Complete the assignments for at least 10 lecture topics for full credit.

Online Discussion Posts: (15%) Post 4+ times per week on Carmen, in the Course Discussion Forum, during the semester on course content and participation

Posting Questions + Leading Discussion: (10%) Post questions and lead discussions on Carmen, in the Course Discussion Forum, during the semester on course content on lecture topic(s) assigned

Research Paper Proposal: (15%) On the first week, students review all of the topics in the syllabus and decide on a topic for their research paper. (Please consult with the course instructor if you would like to research something other than the suggested topics.) On the second week, this assignment requires students to discuss their topic with and obtain approval of the course instructor. Following instructor approval of the topic, students undertake external reading and research from both print and electronic sources. This assignment **CANNOT** be successfully completed by merely using Google and Wikipedia as research tools. On the third week of the course, students will prepare and submit a research paper proposal that includes the following: 1) abstract; 2) outline; and 3) bibliography.

An abstract is a 200 to 250-word paragraph that provides a brief summary of the research paper and its organization. It expresses the student's thesis (or central claim) and key points. It should also suggest any implications or applications of the research that will be discussed in the paper.

An outline is a plan for the research paper, where students provide the organization, main points, and evidence so it would be easier to write the essay.

A bibliography (1-2 pages, single-spaced) lists the sources used to generate your ideas for the research paper. [MLA citation style](#) is preferred, but any consistent reference style will be permitted. At least five academic sources (from academic journals or books beyond those provided in the course) are required.

Research Paper Project: (25%) The purpose of the research project is to encourage students to learn more about Arab culture through their own research. The secondary objective is to increase the knowledge base about contemporary Arab cultural practices. Following submission of the research paper proposal, students will work on a research paper between 5-8 typed, double spaced pages (not including the cover page and the bibliography page). This work is done individually.

Late assignments

Students may receive partial credit for late assignments. They are encouraged to contact instructors if they are in a situation that is preventing timely completion of course work.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback within 7 days.

E-mail

I will reply to e-mails within 24 hours on school days.

Discussion board

I will check and reply to messages in the discussion boards every 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

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 TWICE 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 more than a 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.
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Course schedule (tentative)

Week	Unit	Topics, Readings, Assignments, Deadlines
1 5/6- 5/10	Unit One: Culture and Society	Topic and lecture 1: What is culture? Read: "Modern Arab Culture: Introductory Remarks" in MAC
		Topic and lecture 2: Identities in the Arabic- speaking world Read: "The Question of Language" and "Ethnic and Religious Minorities" in MAC
		Topic and lecture 3: Gender and Feminism Watch: <u>Feminism Inshallah: A History of Arab Feminism</u> Assignment: Watch <u>Feminism in the Arab World: All About Women 2019</u> + discussion
		Topic and lecture 4: Marriage, Family, and Adulthood Read: "The Role of the Family" (pdf on Carmen) + "The Negotiation of Waithood: The Political Economy of Delayed Marriage in Egypt" in <i>Arab Youth: Social Mobilisation in Times of Risk</i> (pdf on Carmen) Assignment: Watch <u>Algerian Wedding</u> + discussion
2 5/11- 5/17	Unit Two: Literature and Performance	Topic and lecture 5: Narrative Read: "Narrative" in MAC Assignment: Read <i>The Final Bet</i> by Abdelilah Hamdouchi + discussion

		<p>Topic and lecture 6: Poetry</p> <p>Read: “Poetry” in MAC + poems on Carmen</p> <p>Assignment: Research an Arab poet from the list on Carmen and listen to a recitation of his/her/their Arabic poetry. Discuss the cultural significance of the poet and his/her/their work.</p>
		<p>Topic and lecture 7: Music</p> <p>Read: “Music” in MAC (+listen to the songs discussed in the chapter)</p> <p>Assignment: Watch Slingshot Hip Hop (on YouTube), Tamer Nafar of DAM speaks on hip-hop and the global resistance, Tamer Must Vote; read: “Boycott Israel’s Election? A Palestinian Rapper Says No” + discussion</p>
		<p>Topic and lecture 8: Theatre</p> <p>Read: “Theatre” in MAC</p> <p>Assignment: Read <i>The King’s Elephant</i> by Saadallah Wannous + discussion</p>
3 5/18- 5/24	Unit Three: Visual Culture	<p>Topic and lecture 9: Cinema & Television</p> <p>Read: “Cinema & Television” in MAC</p> <p>Assignment: Watch <i>Hassan wa Murqus</i> (Imam 2008) + discussion</p>
		<p>Topic and lecture 10: Art</p> <p>Read: “Art” in MAC</p> <p>View slideshow in Carmen</p> <p>Assignment: Visit Museum with No Frontiers + discussion on Arab and Islamic Art</p>
		<p>Topic and lecture 11: Architecture</p> <p>Read: “Architecture” in MAC</p> <p>Assignment: Explore Arab and Islamic Architecture + discussion on Arab and Islamic Architecture</p>

<p>4 5/25-5/31</p>	<p>Unit Four: Culture as Everyday Practice</p>	<p>Topic and lecture 12: Migration and Diaspora Read: “Migration and Diaspora” in MAC Assignment: Watch <u>Amreeka</u> (Dabis 2009) + discussion</p>
		<p>Topic and lecture 13: Humor Read: “Humor” in MAC Assignment: Learn, memorize, and record a joke from MAC: Why did you choose the joke? What do you understand or don’t understand about the joke?</p>
		<p>Topic and lecture 14: Food and Cuisine Read: “Food and Cuisine” in MAC Assignment: Go to Arab restaurant/supermarket + discussion</p>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Arabic 2241

Instructor: TBA

Summary: Contemporary Arab Cultures: Arts, Mass Media, Society

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 Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> CarmenWiki CarmenConnect (Change to CarmenZoom) Carmen Message Boards
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are 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 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			This course is using the core common toolset offered by OSU. Specifically Carmen and Carmen Connect. Obtainable by all OSU students. These tools are accessible.
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

Reviewer Information

- Date reviewed: 12/10/19
- Reviewed by: Ian Anderson

Notes: NONE

^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.

Welcome!

Cultures of the Contemporary Arab World (Arabic 2241)

Spring 2018

Mendenhall Lab 185

The Ohio State University

Tue / Thu 9:35-10:55

<https://twitter.com/Arabic2241>

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[Unit Four \(weeks 13-4\): Culture as Everyday Practice](#)

*"Ahlan wa sahan" (Welcome), artwork by Yusuf Alahmad displayed at the Arab American National Museum.

[Image](#)

Professor: [Johanna Sellman](#)

Office: 325 [Hagerty Hall](#)

Email: sellman.13@osu.edu

Office hours: Thursdays 11-12 and by appointment

Teaching Assistant: [Trisha Myers](#)

Office: 378 Hagerty Hall

Email: myers.863@osu.edu

Office hours: Tuesdays 11-12

Co-designer of Curriculum: Youmna Deiri

Office: 218 D Arps Hall

Emdiri-rieder.1@osu.edu

Course Description: This course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different cultural phenomena in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, law, television & cinema, and more. We will critically examine various meanings of the term “culture” and appreciate the diversity of ways that Arab cultures are defined. We will read essays from

The Cambridge Companion to Modern Arabic Culture (Ed. Dwight F. Reynolds) and engage with literature, film, cuisine, and music from Arab regions. This course takes an active learning approach; we will cultivate a learning community that supports the dignity and intellectual development of each member and the whole. Students will also play an active role in curating course content. Taught in English.



Active Learning

This course takes a student-centered, active learning approach. Students will reflect on their learning and contribute to course content and class format. We will have some short lectures, guided instruction, and presentations in this class, but the majority of our in-class activities are participatory and interactive. Together, we will generate questions that guide discussion and analysis. Students will learn different discussion formats and ways to facilitate conversations, that they can use beyond this course.

For more on the teaching methodologies that inspire this course, see the resources below:

Davidson, Cathy N. and David Theo Goldberg, *The Future of Thinking: Learning*

[Socratic Seminar](#)

[Jigsaw classroom](#)

[“The Big List of Classroom Discussion Strategies”](#)

[Split entry journaling](#)

Asking questions (see short article under Socratic seminar assignment)

Participation is an important component of the learning process. It helps you activate your knowledge and process course materials. We recognize that participation may mean different things to different learners. In this course, participation includes a variety of practices, such as:

- contributing to small group and whole class discussion
- listening to and responding to your peers

Institutions in a Digital Age (MIT Press, 2010). [Open Access PDF]

HASTAC Scholars. “The Pedagogy Project.” HASTAC, www.hastac.org/pedagogy-project.

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.

Jones, Leo. *The Student-Centered Classroom*. Cambridge: Cambridge University Press, 2007.

Savonick, Danica. “Community Guidelines: Fostering Inclusive Discussions of Difference,” hastac.org, August 28, 2017.

[Class Learning Formats / Pedagogy resources:](#)

- Posting and responding to others on our Twitter page
- asking questions
- participating in Socratic seminars

Students will evaluate their participation in their participation portfolio.

Regular attendance is essential for success in this course. You will be allowed three unexcused absences. After that your final grade will be lowered by 3% for every unexcused absence. However, if you are sick, please stay home and rest! If you are missing class due to illness or for other unavoidable reasons, please contact Johanna Sellman or Youmna Deiri to let us know. Other excused absences include religious holidays, OSU competitions, deaths in the family, etc. 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.

Asking questions: In this class, we will discuss how to formulate and revise questions that can take a discussion to a deeper level. We will think about ways to probe underlying assumptions within questions and how to revise questions in order to catalyze new insights or ways of looking at an issue. You will pose questions on Twitter (see Portfolio assignment) and prepare questions before Socratic seminar days.

- **Country Spotlight:** Before class, the profile of the country that we are spotlighting that day at: <http://www.everyculture.com/>. You may choose to Tweet an interesting article / image / or aspect to our course Twitter page @Arabic2241.

Assignments and Assessment:

See Canvas for detailed descriptions and rubrics

In-class reflection on “what is culture?”: At the end of the second week of class, students will write an in-class reflection that synthesizes different theories of culture and approaches to the study of Arab cultures. **(5%)**

Participation Portfolio: (30%) The participation portfolio offers a space for students to reflect on and communicate learning and engagement throughout the semester. It consists of 1) Weekly reflections participation notes (posted weekly, at least ten times during the semester), a weekly Twitter post, a discussion of an event related to Arab cultures, and a midpoint check-in.

Research Report: Students will sign up to research and write on a topic related to the main topic of the week. Please consult with a course instructor if you would like to research something other than the suggested topics. Your assignment will feature an annotated bibliography, a discussion of nuances, and connect your topic with questions of studying culture.

The research assignment is due one week before your group presentation. (20%)

Group Presentation and Leading Class

Discussion: All students who are researching a particular cultural

phenomenon (for example, music, poetry, etc.) will collaborate on a group presentation and class discussion. The group (or representatives from the group), will meet with an instructor at least two days before the presentation to make a plan for the class. **(10%)**

Socratic Seminars: At the end of each major unit we will synthesize content and take our discussions to a deeper levels through Socratic seminars. Socratic seminars are built on evidence-based inquiry and respectful dialogue. Each student will prepare a discussion question prior to the seminar. **(10%)**

Map Game: Knowing your geography is important. We will practice a map game and keep each other accountable to know the names and locations of all of the countries and capitals of Arab countries. **(5%)**

Final Project: Our final project consists of a short (approximately 500 words) review of a cultural object (book, film, poetry collection, album) or event (concert, dance performance, public discussion, etc.) that relates to Arab cultures. The review should be engaging and target a general audience while also being anchored in the field of Arab cultural studies. You will select and image to accompany the review. We will post the reviews to a shared course blog. **(20%)**

The grading scale we will use in this class is as follows:

93-100 A 90-92 A-

87-89 B+ 83-86 B 80-82 B-

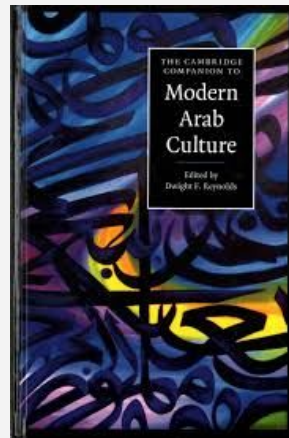
77-79 C+ 73-76 C 70-72 C-

65-69 D

0-64 E

Readings and course materials:

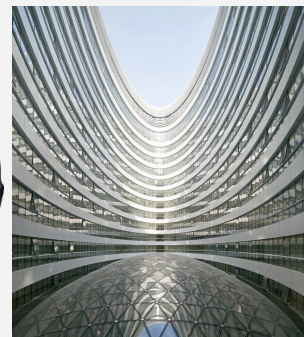
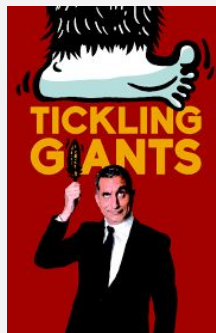
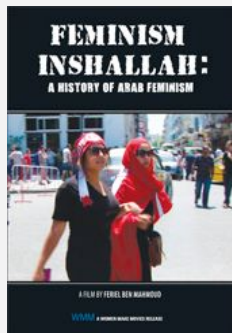
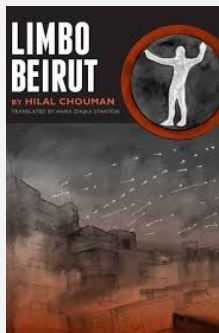
Many of our readings are from Reynolds, Dwight F, ed. **The Cambridge Companion to Modern Arab Cultures** (Cambridge: Cambridge University Press, 2015) ISBN: 9780521725330



- You can purchase the book at the OSU campus bookstore or order it online.

Other course materials will be made available on Canvas or in class.

* Please bring readings to class on the day that we are discussing them, either in print format or on a device.



General Education:

This course fulfills the General Education (GE) requirement for non-western / **global studies** and **cultures and ideas**, which will help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Global Studies: 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 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.

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes: 1. Students analyze and interpret major forms of human thought, culture, and expression. 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In this class we will meet these goals and outcomes by:

- **Analyzing and contextualizing different forms of cultural practices in the Arab world**
- **Critically evaluating the term culture and fields of study associated with it**
- **Examine how different notions of Arab culture have been constructed and represented in cultural practices**

Course Schedule:
(subject to change)

Unit One: *Culture and Society*

Week One ١ / What is Culture? ما معنى الثقافة؟

1/9 Introductions: shaping our learning community

1/11 Before class, read: “Modern Arab culture: introductory remarks” in MAC and Raymond Williams “Keywords: culture”

In class: Threshold concepts / Orientalism / How do we study culture?

Week Two ٢ / The Arabic Language اللغة العربية

1/16 Before class, read: “The question of language” in MAC

In class: Think-Pair-Share on different language registers

1/18 Before class, read: “Ethnic and religious minorities” in MAC, “Who are the Arabs?” by Steve Tamari

Country spotlight: [Bahrain](#)

In class: written reflection on “what is culture?”

Week Three ٣ / Nahda النهضة

1/23 Before class, read: “*Nahda*: the Arab project of enlightenment” in MAC

Country spotlight: [Lebanon](#)

In class: Introduction to the research report + writing an annotation

1/25 Before class, watch: *Feminism Insha'allah* (available on Secured Media Library), read “[How to Not Study Gender in the Middle East](#)”

Country spotlight: [Egypt](#)

In class: split entry journaling and small group discussions

Week Four ٤ / Law القانون

1/30 Before class, read: “Law” in MAC

Optional: what documentary “[Marriage and Divorce in Morocco](#)” by Mudawana legal reform in Morocco and read article “[State and Gender in the Maghreb](#)”

Country spotlight: [Morocco](#)

In class: Discussion

Asking questions

Information literacy / sources for studying Arab cultures

2/1 *Socratic Seminar*

Country spotlight: [Comoros](#)

Unit Two: Literature and Performance

Week Five ٥ / Narrative الرواية

2/6 Before class, read: “Narrative” in MAC

Country spotlight: [United Arab Emirates](#)

2/8 Before class, read one chapter of *Limbo Beirut* (On Canvas) + translator’s introduction

Country spotlight: [Sudan](#)

In class: Group A presentation + discussion

Jigsaw classroom

Week Six ٦ / Poetry الشعر

2/13 Before class, read: “Poetry” in MAC, + Abu Qasim al-Shabbi poem “[The Will to Life](#)” (optional: [listen to the poem in Arabic](#))

Country spotlight: [Tunisia](#)

2/15 Before class, read: select poems (on Canvas)

Group B presentation + discussion

Week Seven ٧ / Music الموسيقى

2/20 Before class, read: “Music” in MAC + listen to / listen to the music discussed in chapter:

- [Ya man la’ibat bihi shamaluhu](#) (Nazim al-Ghazali’s version)
- [Saber El Reba’s Sidi Mansour](#)
- [Umm Kulthum’s Ghanni li shwayya](#) (Sing to me Sweetly) (music begins at 1:52)
- [Hisham ‘Abbas’s Asma’ Allah al-husna](#)
- [Hakim’s es-Salami ‘alaykum](#) (Peace be upon you)

- Nancy Ajram's *Ah wa-nuss*

Country spotlight: [Jordan](#)

2/22 Before class, read: "[Electro-Dabke: Performing Cosmopolitan Nationalism and Borderless Humanity](#)" by Nadeem Karkabi"

Country spotlight: [Mauretania](#)

Group C presentation + discussion

Week Eight ^٨ / Theater المسرح

2/27 Before class, read: "Theater" in MAC, excerpt of Wannous play

Country spotlight: [Syria](#)

3/1 *Socratic Seminar on Literature and Performance*

Country spotlight: [Yemen](#)

Due: Midpoint check-in

Unit Three: Visual Culture

Week Nine ^٩ / Cinema & Television السينما والتلفزيون

3/6 Before class, read: "Cinema and Television" in MAC

Country spotlight: [Qatar](#)

3/8 Before class, read article: (one on contemporary cinema and one on television)*

Country spotlight: [Oman](#)

Group D presentation + discussion

Spring Break

Week Ten ^{١٠} / Film Screening and Discussion

3/20 In-class screening of *Where Do We Go Now?* (Nadine Labaki, 2001) / وهالاً لوين؟

Country spotlight: [Saudi Arabia](#)

3/22 Before class, find and read two reviews relating to the film (search academic and journalistic sources)

film discussion

Country spotlight: [Kuwait](#)

Week Eleven ^{١١} / Art الفن

3/27 Before class, read: "Art" in MAC

Country spotlight: [Libya](#)

In class: gallery talks

3/29 Country spotlight: [Djibouti](#)

Group E presentation + discussion

Week Twelve ١٢ / Architecture / فن العمارة

4/3 Read: "Architecture" in MAC + Explore images on Archnet

Country spotlight: [Iraq](#)

4/5 *Socratic Seminar on Visual Culture*

Country spotlight: [United Arab Emirates](#)

Unit Four: Culture as Everyday Practice

Week Thirteen ١٣ / Humor / الظرافة / الضحك

4/10 Before class, read: "Humor" in MAC

Country spotlight: [Somalia](#)

4/12 Before class: watch [Tickling Giants](#)

Country spotlight: [Yemen](#)

Group F presentation + discussion

Week Fourteen ١٤ / Migration and Diaspora / الهجرة والشتات

4/17 Before class, read: "Migration and Diaspora" in MAC

Country spotlight: [Palestine](#)

Group G Presentation and Discussion

4/19 *Final Reflection + flash presentations on final projects*

Due: Participation portfolios

Student Resources:

Mental and Emotional Health:

If you are experiencing a personal crisis or problems that are difficult for you to manage please contact the OSU Counseling and Consultation Services (614-292-5766;

<http://www.ccs.ohio-state.edu>). This service is free and confidential to students. Staff is there to provide support and guidance.

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their

needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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://studentaffairs.osu.edu/info_for_students/csc.asp).

ARABIC 2241 - / CONTEMPORARY ARAB CULTURES: ARTS, MASS MEDIA, SOCIETY

GE Rationale Culture and Ideas

The Arabic-speaking world is often in the US news. However, the rich cultures, literatures, arts, and mass media of the region are, in general, less known. This online course provides students with a general introduction and overview of this important region's modern history, intellectual movements, and discourses on language and identity. It is organized as a survey of different topics and artistic and cultural modalities, including: The Arabic language, linguistic and ethnic minorities, literary narrative, theatre, poetry, cinema, television and mass media, cuisine, art, architecture, and humor. In each section, we explore the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. Each section will include a lecture and reading that provide a general overview of the topic and several primary sources to analyze (for example, a novel, a film, specific works of art, television shows). Furthermore, in this course we will critically examine various meanings of the term "culture" and appreciate the diversity of ways that Arab cultures are defined.

Culture and Ideas Goal

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
 - a) Students learn how to analyze significant works of art and respond the interpretations of others
 - b) Students compare different artistic modalities and considers the possibilities of each
 - c) We discuss how dominant ways of interpreting a given work of art of cultural practice has changed over time
 - d) We discuss the relationship between form and content

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
 - a) We discuss the ideas and ideals that works of art are communicating
 - b) We reflect on how our own beliefs and ideas are affected by the course materials
 - c) We consider how aesthetic practices (such as poetic form, camera angles, architectural styles) convey and reinforce ideas, norms, and beliefs
 - d) The course considers the role of gender in different conceptions of society and identity

GE Assessment Plan for Cultures and Ideas

Arabic 2241: Contemporary Arab Cultures: Arts, Mass Media, Society

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 analyze and interpret major forms of human thought, culture, and expression.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</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.</p>
<p><u>ELO 2</u></p> <p>Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p><u>Direct:</u> Online discussion board, written reflections (included in class assignments)</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>Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Appendix: Assessment Rubric for Arabic 2241 course

Two examples of direct measures:

1. **Students will take weekly quizzes on readings and other course materials**
 - a. *ELO 1 example question:* What does the “fourth wall” refer to in theatre and how is it relevant to the history of modern Arab theatre?
 - b. *ELO 2 example question:* How does the film *Hassan wa Murqus* represent the relationship between Muslim and Christian communities in Egypt?

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:* Students post a reflection on how migration is represented in the novel *The Final Bet*.
 - b. *ELO 2 example question:* Students memorize, retell, and record a joke included in our readings. Include a comment on why they chose the joke and why they appreciated it.

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 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 2241 / CONTEMPORARY ARAB CULTURES: ARTS, MASS MEDIA, SOCIETY

GE Rationale – Diversity – Global Studies

The Arabic-speaking world is often in the US news. However, the rich cultures, literatures, arts, and mass media of the region are, in general, less known. This online course provides students with a general introduction and overview of this important region's modern history, intellectual movements, and discourses on language and identity. It is organized as a survey of different topics and artistic and cultural modalities, including: The Arabic language, linguistic and ethnic minorities, literary narrative, theatre, poetry, cinema, television and mass media, cuisine, art, architecture, and humor. In each section, we explore the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. Each section will include a lecture and reading that provide a general overview of the topic and several primary sources to analyze (for example, a novel, a film, specific works of art, television shows). Furthermore, in this course we will critically examine various meanings of the term "culture" and appreciate the diversity of ways that Arab cultures are defined.

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.

- a) Students learn about the modern political and intellectual movements that have shaped different conceptions of Arab identity
- b) Students learn about the role of European colonialism in shaping borders, nation-states, and ongoing political struggles in the modern Arabic-speaking world
- c) Background readings and lectures situate the history of different artistic modalities in political and societal context while also giving students the tools to understand how they are generative of ideas and culture
- d) Online discussion and an assignment portfolio ask students to respond to the course topics and each other

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

- a) The course presents several theories of culture that students can use to analyze discussions of Arab cultures as well as the cultures that are a part of un the United States

- b) The primary sources in the class present different perspectives on a variety of topics, thus encouraging students to develop a insights into the diversity of the Arabic-speaking world as well as other regions
- c) The research project in the course provides an opportunity to see research as a conversation, both with scholars in the field and with primary sources.
- d) The course explores diasporic Arab culture, including how the how the category Arab American has been understood within US concepts of race and ethnicity, in the past and present

Culture and Ideas Goal

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
 - a) Students learn how to analyze significant works of art and respond the interpretations of others
 - b) Students compare different artistic modalities and considers the possibilities of each
 - c) We discuss how dominant ways of interpreting a given work of art of cultural practice has changed over time
 - d) We discuss the relationship between form and content

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
 - a) We discuss the ideas and ideals that works of art are communicating
 - b) We reflect on how our own beliefs and ideas are affected by the course materials
 - c) We consider how aesthetic practices (such as poetic form, camera angles, architectural styles) convey and reinforce ideas, norms, and beliefs
 - d) The course considers the role of gender in different conceptions of society and identity

GE Assessment Plan for Diversity: Global Studies

Arabic 2241: Contemporary Arab Cultures: Arts, Mass Media, Society

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> Weekly reading quizzes, short assignments</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> Online discussion board, written reflections (included in class assignments)</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 Arabic 2241 course

Two examples of direct measures:

1. **Students will take weekly quizzes on readings and other course materials**
 - a. *ELO 1 example question:* How did the Arab nationalism of the 1950s and 1960s differ from early Arab nationalist thought of the later 19th century?
 - b. *ELO 2 example question:* Briefly describe three Arab feminist or women's rights movements. How has learning about the history of Arab feminism shaped your own understanding of what gendered issues in the region are important?

2. **Sample of 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 example assignment:* Select one country in the Arab League and look up basic information about GDP, population and post key points to the discussion board
 - b. *ELO 2 sample assignment:* Consider how the major categories of identity in the Arab world discussed in our course materials are similar and / or different to those of the United States.

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: