

Term Information

Effective Term Autumn 2022

Course Change Information

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

We would like to add the option of offering this course online.

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

After teaching this course online with successful outcomes during the pandemic emergency, we believe it is an ideal course for us to have the option to schedule in a distance learning format.

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	Near Eastn Lang and Cultures
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2241
Course Title	The Middle East Close-Up: People, Cultures, Societies
Transcript Abbreviation	Citrs of Mid East
Course Description	Introduction to the culture of the Middle East as lived in its villages, towns, and cities.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for Anthrop 2241.

Previous Value

Not open to students with credit for 241 or Anthrop 2241 (241).

Electronically Enforced

No

Cross-Listings

Cross-Listings

Cross-listed in Anthrop.

Subject/CIP Code

Subject/CIP Code

05.0108

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies

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 should successfully be able to grasp what societies in the Middle East are like, how the people think, what they do, how daily life operates, what the governments are like to live under, etc
- Students should successfully be able to learn how to think analytically about culture, both Middle Eastern culture and your own in comparison
- Students should successfully be able to understand how the Middle East fits into the world today and how global issues (like conflict, oil, immigration, democratization, rights, Islamic revival, and terrorism) connect the Middle East with the U.S. i
- Students should successfully be able to think critically about global issues and be able to express methodical arguments in writing and speech. Learn how to grasp an issue's big picture and recurrent themes, and how specific facts connect to them.

Previous Value

Content Topic List

- Contemporary Middle East's cultural commonalities and diversity
- Everyday life as described in ethnographies
- Historical, political, economic, and religious contexts surveyed
- Traditions as dynamic resource, not static
- Focus on Muslim majority

Sought Concurrence

No

Previous Value

Attachments

- Anth 2241, NELC 2241 ONLINE Syllabus.docx: Online Syllabus
(Syllabus. Owner: Smith, Jeremie S)
- ANTH:NELC 2241 ASC Online Course Technical Review.docx: ASC Technical Review Checklist
(Other Supporting Documentation. Owner: Smith, Jeremie S)
- ANTH:NELC 2241 Classroom Syllabus.pdf: Classroom Syllabus
(Syllabus. Owner: Smith, Jeremie S)

Comments

- The CIP code should match now. *(by Heikes, Jacklyn Celeste on 08/23/2021 03:34 PM)*
- Cross-listed courses should have the same CIP code. Also it is odd that this course has a general studies subsidy level while the Anthro version is baccalaureate. Both departments should agree on those. *(by Vankeerbergen, Bernadette Chantal on 08/05/2021 12:47 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Jeremie S	05/28/2021 01:04 PM	Submitted for Approval
Approved	Levi, Scott Cameron	05/28/2021 01:18 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/05/2021 12:48 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	08/23/2021 03:34 PM	Submitted for Approval
Approved	Levi, Scott Cameron	08/23/2021 03:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/15/2021 11:49 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/15/2021 11:49 AM	ASCCAO Approval

SYLLABUS

ANTHROPOLOGY 2241 / NEAR EASTERN LANGUAGES & CULTURES (NELC) 2241

The Middle East Close-Up: People, Cultures, Societies

Autumn 2021 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Associate Professor Morgan Y. Liu
Contact: liu.737@osu.edu
Office Hours: T 2-4pm & by appt.
Office: via Zoom only, by prior appt

Prerequisites

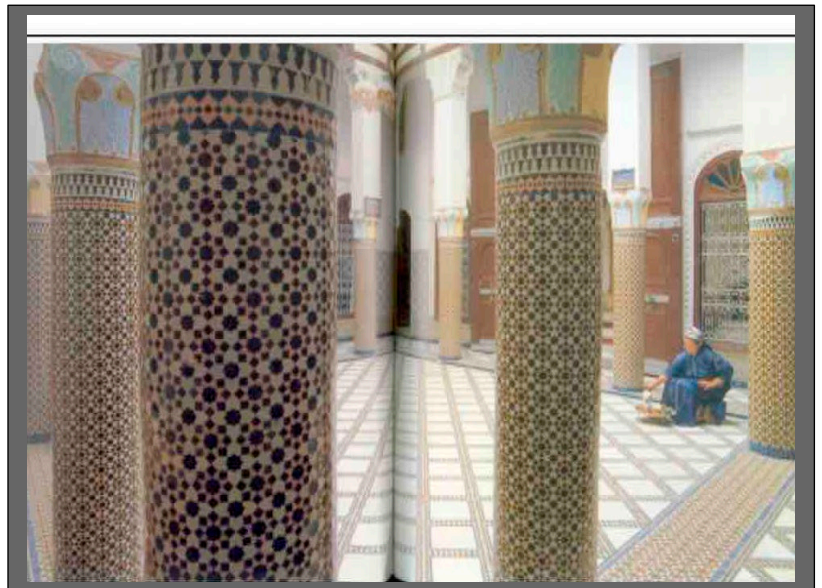
No prerequisites

Course description

What is life in the Middle East today like? How are deep traditions and religious faith lived out in places like Egypt, Iran, Saudi Arabia, or Turkey? We try to understand Middle Eastern ideas about community, individuality, gender roles, morality, and authority.

This is an introduction to **the Muslims of Middle East and North Africa from the ground level**. It's about **how ordinary people live, think, and act**. The course will bring in relevant historical, political, economic, and religious contexts to help us understand the lived experience of the people we encounter. We also learn **how to make sense of cultural differences in general** in a globally connected world.

Course materials: ethnographic (cultural anthropology) articles, books, newspaper articles, websites, and films that provide fascinating windows on different life worlds. **Class formats** include lectures, discussions, debates, activities, film viewing, and student presentations. **Who is it for:** Students of all majors are welcome! Knowledge of region or foreign languages are **not** needed.



Issues we discuss include: Can Middle Eastern values co-exist with Western ideals of human rights, freedoms, and democracy? Can *culture* give insight to terrorism, corruption, democratic uprisings, or immigration? How do we make sense of cultural differences, including your own assumptions about the world?

Course learning outcomes

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

- Grasp *what societies in the Middle East are like*, how the people think, what they do, how daily life operates, what the governments are like to live under, etc.
- Learn *how to think analytically about culture*, both Middle Eastern culture and your own in comparison.
- Understand *how the Middle East fits into the world today* and how global issues (like conflict, oil, immigration, democratization, rights, Islamic revival, and terrorism) connect the Middle East with the U.S. in our world today.
- *Think critically* about global issues and be able to express methodical arguments in writing and speech. *Learn how to grasp an issue's big picture and recurrent themes*, and how specific facts connect to them.

General education goals and expected learning outcomes

1. GE Cultures and Ideas

- GOALS: 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.
- We meet these outcomes by:
 - Reading ethnographic and journalistic accounts of what Middle Easterners think, say, and do in contexts of everyday life.
 - Watching feature films and documentaries that depict cultural and artistic expression in the Middle East.
 - Examining these course materials together to understand Middle Eastern worldviews, religious and political beliefs, and social norms.

2. GE 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, GLOBAL STUDIES
 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.
- We meet these outcomes by:
 - Reading and watching course materials that present and explain the societies, cultures, and politics in various countries in the Middle East.
 - Discussing in class and writing about understanding cultural difference and placing attitudes and values in comparative global contexts.

HOW THIS ONLINE COURSE WORKS



This course is 100% distance learning online.

Parts are asynchronous (you do something on your own time within a time window). **Parts are synchronous** (we are online at the same time for a live session). You have to be available and able to connect by Carmen Zoom during the regularly scheduled course meeting time (see top of this document or BuckeyeLink), because **we will meet live online for classes during our regular time slot**. Attend our live classes online just as you would in-person classes. Attendance Policy (below) applies. The interactive, synchronous classes will also be recorded and posted. Let me know if you have issues with high speed internet access to participate in scheduled classes.

Our live Class meetings each has a unique number across the term: Class 1, Class 2... For each “Class #”, here is how our cycle of activity works:

1. Do **Class assignment (lecture videos, reading, writing)** for each Class # **before** that live Class #. It is posted on Carmen>Assignments>”Class #”. For example, do the assignment for Class 23 **before** it meets live, and the assignment is posted on Carmen>Assignments>Class 23.
2. This includes **doing some readings before** that live Class, which are posted there as PDFs or links. Sometimes you’ll watch a film excerpt.
3. **Write answers to prompts about the reading, called the Individual Response (IR). Post to same webpage by 1:00am before** Class #.
4. Also, **watch two short lecture videos of me before** that live Class. **These two short videos are my “lecture” for that Class.**
5. At the scheduled class time, watch and participate in each Class # on Zoom. This is the synchronous, live, interactive part of the course. **We talk about, debate, and do activities related to my recorded lecture and the readings.** The session will be recorded and posted on **Carmen> Assignments>”LIVE SESSION Class #”**. Attendance will be posted there too.

Then repeat for the next Class #. Details on Assignments are below. We will sometimes depart from this routine, such as when we do oral presentations or exams.

COURSE MATERIALS AND TECHNOLOGIES

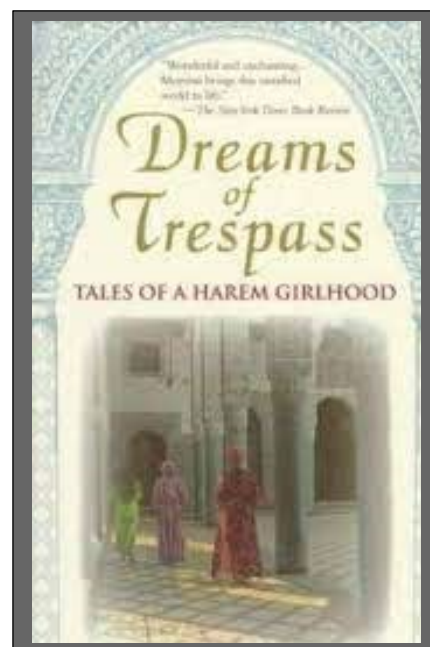
Textbooks

You need to buy only 1 book for this course, and it's not expensive. It is at the Barnes & Noble campus bookstore. Our course is **listed under "ANTH 2241"** there. Or buy online, [such as on Amazon.com](https://www.amazon.com). If the library is open, the book is also on reserve at the main **Thompson Library, Closed Reserves**. Our course is **listed under "Anthro 2241"** there. You can take out our course books for 2 hours at a time.

This is the book to buy: *Dreams of Trespass: Tales of a Harem Childhood* by Fatima Mernissi →

The **Class Schedule** is a separate PDF document posted on Carmen>Syllabus (which is the first page you land on when you go to our course on Carmen). It shows the reading or video assignment and the theme for each Class. Use both the **Class Schedule** PDF and Carmen>Assignments every Class throughout the term.

Our **Carmen course website is listed as "NELC 2241"** no matter if you're signed up as Anthropology 2241 or NELC 2241. It's the same course, same GE credit, and I don't treat you any differently either way.



Other fees or requirements

- None

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

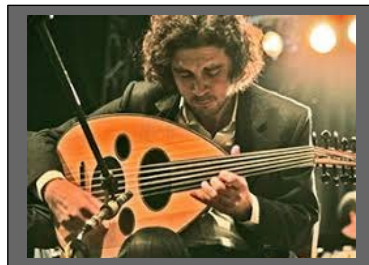
Assignment Category	Percent of Grade
Individual Responses (IR)	30 %
Working Group Oral Presentations	15 %
First Exam	25 %
Second Exam	30 %
TOTAL	100 %

Grading Scale

❖ **Grading Scale** for Individual Responses, Lecture Responses, Exams, & Presentation:

- If this scale looks different from what you are used to, don't worry. All our grading will be on this scale, and your final grades will also be computed on this scale. So if you do "A" work on an Exam, you'll get a 95-100 on it. That'll put you on the road to an "A" for the course if you also do the same level of work on the other parts of the course. And so forth.

A = 95 – 100%	C+ = 78 – below 81%
A- = 91 – below 95%	C = 75 – below 78%
B+ = 88 – below 91%	C - = 71 – below 75%
B = 85 – below 88%	D+ = 68 – below 71%
B- = 81 – below 85%	D = 65 – below 68%
	E = below 65% (fail)



Assignments

Check the **Class Schedule** *before each Class* to know the assignment and what to expect in Class.

Class Schedule is a PDF posted on Carmen>Syllabus. Refer to it the whole term

- Pace yourself between our Class meetings. Don't do last minute homework.
- *Do the assigned readings, videos*, think about them, and then *write the Individuals Responses (IRs, below)*. *I cannot overstress the importance of keeping up with these assignments. Do them consistently, and the other parts of the course will take care of themselves to a great degree.*
- All assignments (readings, videos, website links) are posted under **Carmen>Assignments>Class #**, where "#" is whatever Class number, according to the **Class Schedule** document.

❖ **Individual Response (IR): *Do at home before each live Class***

- IRs are brief questions you respond to right after your assigned reading, videos, or website. I'd like *brief but thoughtful* answers. This shouldn't take too much time.
- Most Classes have an IR. Post your IR answers *before* that Class.
- All assignments (readings, films, websites, and the specific IR) are posted under **Carmen>Assignments>Class #**, where “#” is whatever Class number, according to the Class Schedule document. You post your IR answers at the same webpage.
- *Save your own copy* of all IRs.
- IRs are graded with a score (0-100) based on *conscientious and thoughtful engagement with the reading, videos, or website*.
- I will post to the same website your IR score and some comments for improving.

❖ **Working Group (WG) Oral Presentations: *During certain Class times***

- The class will sometimes be split into **Working Groups (WG)**, and you'll be doing several activities together in your WGs throughout the term. Each WG will choose a **WG Coordinator**, who ensures you all stay on task on time.
- The WG's purpose is for small group discussion and to make oral presentations to the entire class based on your WG discussions.
- Your WG Oral Presentations will be done during certain LIVE SESSION Classes (see **Class Schedule**). Each WG member will say something. More details later in Class and my lecture Powerpoints.
- These presentations will be graded (see above in “Final Course Grade Breakdown” for how much they count), and the grade is posted on Carmen>Assignments>LIVE SESSION CLASS #.
- Don't be nervous. We are all friendly here, and I grade leniently for oral presentations! The point is to participate in interesting discussions.

Academic integrity and collaboration:

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **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.
- **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.

Late assignments

Late assignments: No late work will be accepted without consent from me. Make sure you are keeping up with readings and other assignments. Do assignments in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems.

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Absences: you are allowed 2 absences to class without penalty. This is meant to cover illness, family situations, job interviews, etc. Beyond that, absences will negatively affect your overall grade, up to 5% per unexcused. This is a lot! Just one absence beyond the 2 allowed can make an A- into a B+, for example. You can fail just by missing a few classes!

For absences after the 2nd one, email me (ahead of time if possible) with your reasons. Email me even if you tell me verbally in class, because I need a record. I will use my discretion to decide how much grade penalty (up to the 5% per incident) applies, but some penalty will apply.

If an unusual, lasting situation arises, you are responsible to let me know as soon as possible (or have someone else contact me). Disappearing (even with good reason) without telling me does not look good for you in terms of getting a reduced penalty. Don't just disappear!

Also, let me know now about expected absences from religious holidays ahead of time. These are excused without counting to the no-penalty limit of 2.

The unpredictable nature of COVID-19 requires an element of flexibility. If you are experiencing symptoms or quarantine requirements that limit your access to our class, please let me know right away. Alternative arrangements can be made.

Lateness: repeated lateness (every 3 or 4 instances) will be counted as absence. Leaving class early (without telling me ahead verbally) is treated as lateness. Doing inappropriate activities during class is treated the same (see below on class conduct). These apply to online as well.

Incompletes: I don't like to give incompletes. But if feel you need one, you must request this *before* the Second Exam, and give good reasons. I have discretion about whether to grant this. If granted, it would come with a late penalty on any missed Exams or other work that is lacking at the end of the term.

Class Time Conduct: I expect your full, thoughtful attention. While I cannot enforce the following online, I do want you to stick to these:

- **NO other DIGITAL activity during class.** *No texting or email or looking at other stuff during class.* If it's a true emergency, step away to take care of it.
- Why so strict? *I need your full engagement during the class time. You'll get more out of the class, because so much learning happens in our **interaction**.*
- *I want to make this course personal and interactive, even though it's online. I just think we'll have more fun that way, and you'll actually get more out of it. That's why I'm making the lectures synchronous live during the scheduled time slot*
- *What that means is that I want you to **interrupt me with comments and questions anytime. Share about experiences** or what you are learning in your major as it relates to our topic. You'll be surprised how this course touches on other subjects. **Be mentally engaged** throughout the class period, and **avoid doing other stuff**. Think about questions I pose and be ready to voice your answers out loud. We'll get through this pandemic and you'll enjoy this class!*

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. A more conversational tone 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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

Statement on Title IX

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person;

fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

See attached pages, in Landscape orientation →



Anthropology / NELC 2241 "The Middle East Close-Up" Distance Learning ONLINE Course Professor M

Class Schedule: Themes and Assignments to be completed (PC=Page Count)

#	Class Date	Topic	Major Question of Day for Class	Assignments	P C	Where	Agenda In Class
1	T Aug 24	Getting Acquainted with the Middle East	What should you know about the Middle East (ME)?				Getting to Know Each other, Getting Oriented in the Middle East
			Please read the Course Mechanics & Class Schedule				The Big Arc of this Course
2	R Aug 26 (R=Thurs)	Getting Oriented with Course & Critical Thinking	How does studying the Middle East help in learning critical thinking about the world today?				
			Please read the Course Mechanics & Class Schedule				Ground Rules for Class time; Highlights of Course Policies
			Read: "How to Read an Academic Book or Article" (saving time with course readings)	1	Carmen PDF		Activity in Class: How to Read Academic Writing
3	T Aug 31	Life under Muslim Empire	Why is history important to understand the ME today?				
			Marcus 1989, pp. 13-27 (Introduction to the city of Aleppo, Syria, in 18th century)	14	Carmen PDF		What was it like living under the Ottoman Empire? How different from modern life? (Some surprising answers)
			Marcus 1989, pp. 37-48 (Aleppo's multi-ethnic, multi-religious people)	11	Carmen PDF		Visuals: A Muslim city across the centuries
				26			
4	R Sep 2	The Middle East Then & Now	What's distinctive about ME societies?				
			Marcus 1989, pp. 75-86 (What pre-modern government did and didn't do & why that's important)	11	Carmen PDF		Why the ME under Ottoman Empire is the key to understanding the ME today?
			Marcus 1989, pp. 219-246 (Religion, Learning, Popular Culture)	28	Carmen PDF		How is the ME today the same as the ME under Ottoman rule? What has changed? Why are modern nation-states often problematic?
				39			
5	T Sep 7	Everyday Struggles in the ME Today	How are poverty and powerlessness experienced by most Middle Easterners?				Class divided into Working Groups by today, each with one Coordinator. Within each WG, make sure you have each others' contact info.
			Marcus 1989, Chap 9 (Neighborhood & family life)	14	Carmen PDF		
			Abouzeid, Arab story excerpt, "The Discontented", pp 16-18. (Differences between rich and poor;NOTE: other story "Dreams seen by a blind boy" is optional)	3	Carmen PDF		How do you get really things done in ME societies? How different from ways things are done in the US?
			Singerman 2014, "Networks, Jobs, and Everyday Life in Cairo" (Importance of social networks in getting things done)	9	Carmen PDF		
				26			
6	R Sep 9	Spotlight: Turkey	What makes Turkey today special in the ME?				
			Watch Film: "Crossing the Bridge: Sounds of Istanbul" (The global Turkish city through its music), 2006. Watch the first 45 minutes.	0	Carmen Link		What kind of place is Turkey today? How does music provide insight into its culture and people?
			Mernissi, Chaps 1-4 (pp 1-37) (Start reading the Dreams of Trespass book; Take notes as you go for Discussion later)	37	Dreams of Trespass book		Read the Mernissi book, <i>Dreams of Trespass</i> , according to this Class Schedule -- don't fall behind. We will discuss this book together a little later.
				37			

7	T Sep 14	Children & Abortion	How do ME'rs raise their children and regard abortion? That do those tell us about ME culture?		
			Davis, "Growing up in Morocco" (How are boys & girls treated differently?)	11	Carmen PDF How family and community are key to ME society
			Bowen, "Abortion and the Ethics of Life" (What's really at issue for ME'rs about abortion? Same issue as in U.S.?)	10	Carmen PDF
			Mernissi, Chaps 5-6 (pp 38-55) (Don't fall behind in reading this book)	17	Dreams of Trespass book
				38	
8	R Sep 16	Weddings & Divorce	What do weddings and divorces tell us about ME society?		
			Friedl, "Thorny Side of Marriage in Iran" (How young women are dealing with pressures to get married)	9	Carmen PDF How do Middle Eastern societies treat men and women differently? What are ME attitudes toward gender roles?
			White, "Two Weddings" (Name the differences between these two weddings)	14	Carmen PDF Do ME'rs have to always follow tradition? What happens if they don't?
			Mernissi, Chaps 7-8 (pp 56-73)	18	Dreams of Trespass book
				41	
9	T Sep 21	Spotlight: The Veil	Why do ME women seem sooo different from Western women?		
			Watch Film: "A Veiled Revolution" (1982, 26min). (Why to Muslim women cover themselves? Look for the different reasons) Watch entire film.	0	Carmen Link Why do Muslim women cover themselves with veils, hijabs, or burqas? Are they forced, or do they choose? Why are some westerners uncomfortable?
			Mernissi, Chaps 9-11 (pp 74-101) (Try to read ahead and even finish book over weekend)	28	Dreams of Trespass book Visuals : Central Asian cities (scenes from my own fieldwork)
				28	
10	R Sep 23	"Confining" Women	Why is domestic space important to social life?		
			Santelli 2004 (Match this on how Moroccan houses are organized with the Mernissi book)	4	Carmen PDF Visuals : Gorgeous photos from Moroccan courtyard houses today
			Mernissi, Chaps 12-15 (pp 102-145)	44	Dreams of Trespass book Working Group Deep Discussions on Mernissi book. Prepare for WG oral sharing to entire class starting next Class.
				48	
11	T Sep 28	Growing up in a Harem - 1	Are ME women oppressed when they are confined to home?		
			Mernissi, Chaps 16-19 (pp 144-201) (Finish book over weekend preferably)	58	Dreams of Trespass book Working Group Oral Sharing about Mernissi for as many WGs as we can fit
				58	
12	R Sep 30	Growing up in a Harem - 2	What can you tell about Morocco from this account set in a harem?		
			Catch up on all readings and films for the Exam! Email me questions.		Review all readings, films, and lectures so far in course. Study by organizing course content in terms of themes and questions .
			Mernissi, Chaps 20-22 (pp 202-242)	41	Dreams of Trespass book Finish rest of Working Group Oral Sharing about Mernissi
				41	
13	T Oct 5	First Exam			First Exam in class, for entire class period (Covers all material until now, including readings, lectures, films)

14	R Oct 7	Spotlight: Islamic Pilgrimage	What do Muslims do as religious obligations?			
			Read the one-page fact sheet about the in-class film	1		
			If you miss the in-class film, "Le Grand Voyage (The Great Journey)", watch the last 28 min (starting at 1:14:30 to end), link in Carmen.	0	Carmen Link	Film Excerpt in Class: " Le Grand Voyage (The Great Journey)" (2004), about a young Moroccan man raised in France drives his father to the Muslim Pilgrimage, and discovers many unexpected things on the journey
				1		
15	T Oct 12	Practicing Islam	What makes a Muslim a Muslim?			
			Eickelman, "Producing orthodoxy in Islam: <i>The Five Pillars</i> " (Islam basics)	12	Carmen PDF	<i>Islam's Core Beliefs and Practices, Islam in Everyday Life</i>
			Bowen, "Abu Llya & Zakat" (Almsgiving & social responsibility)	4	Carmen PDF	
				16		
16	R Oct 14	OSU Autumn Break	NO CLASS			
			Catch up on all readings and films.			
17	T Oct 19	Popular Culture	What does pop culture reveal about a society's values?			Film Excerpt in Class : "Umm Kulthum: A Voice Like Egypt" (1996) Egypt's beloved singer & her influence on Egyptian society
			Ambrust, "Riddle of Ramadan". (Celebrating Muslim fasting is like Christmas?)	13	Carmen PDF	<i>Lecture: Popular culture as a window onto the Middle East</i>
				13		
18	R Oct 21	Spotlight: Al Jazeera, the Arab CNN	What is "fair and balanced" journalism? Why important?			
			Watch Film : "Control Room" (2004). (Behind the scenes at Arabic news channel Al Jazeera's TV studio in Qatar) Watch from beginning to time 31:15.		Carmen Link	<i>What is the importance of media in any society? Why was Al Jazeera such a game changer in the Arab world? What is this satellite TV network trying to do for Arab society?</i>
19	T Oct 26	Arab Media	What's the connection between media and freedom?			
			"Al Jazeera America" News Website (Click on link to Browse it, make a list of topics you find interesting, read 3 or 4 news stories, look at how the same stories are covered in another news source of your choice, prepare to discuss findings in class and write about it)	8	Carmen Link	<i>Does Al Jazeera inform or pander to its audiences? What is the importance of media in a free society?</i>
			Noueihed & Warren 2013, "The Media Revolution", in <i>The battle for the Arab Spring (Why was media central to the 2011 Arab uprisings?)</i>	15	Carmen PDF	<i>Is al-Jazeera fair journalism? What role should media play for Middle Eastern societies?</i>
				23		

20	R Oct 28	Democracy in the ME?	<i>Is democracy possible in the ME? What would it take?</i>			
			Roude & Gall 2007, "Afghan Democracy 101" US election experts teaching Afghan villagers how to "do democracy"	2	<i>Carmen PDF</i>	<i>How could democracy work in the Middle East?</i>
			"A Revolutionary Wave?", Chap 1 of Gelvin 2015. <i>The Arab uprisings : what everyone needs to know. (Democratic stirrings and factors leading to the Arab Spring)</i>	33	<i>Carmen PDF</i>	<i>Film excerpt in Class: "Secret Ballot" (2001, Iran); A female poll worker collects votes on election day in Iran</i>
				35		
21	T Nov 2	The Arab Spring	<i>How did the ME get shaken to its core in 2011? Why did it happen? What resulted?</i>			
			<i>Watch Film: "How Facebook changed the world - The Arab Spring."</i> 2011, 53 min. Watch entire film.		<i>Carmen Link</i>	<i>What was the "Arab Spring" & why did it happen then? Did it express a desire for democracy?</i>
			BBC News. 2011. "Egypt unrest." (interactive map of Tahrir Square starting 4 Feb 2011, during 18 days of demonstrations. Stay on tab "Tour of Camp".).		<i>Carmen Link</i>	
			BBC News. 2013. "Two years in the life of Tahrir Square." Pp. (slideshow showing evolution of protest activities at Tahrir Square, 4 Feb 2011 to 4 July 2013).		<i>Carmen Link</i>	
22	R Nov 4	Is the ME Stuck with Corrupt Dictators?	<i>Why are most ME governments corrupt, unjust, and self-serving? What can change that?</i>			Receive Course Review Sheet: use this as guide to study all the semester's materials to prepare for the Second Exam
			Rosen 2011. "A Guide to the 'Arab Street.'" Anthropology Now 3:41-47. (Making Sense of Arab Uprisings)	7	<i>Carmen PDF</i>	<i>If the "Arab Spring" didn't result in just and responsive government, what can bring that change? What kind of society do ME'rs really want?</i>
				7		
23	T Nov 9	Judicial System	<i>How do ordinary people experience the legal system and the state?</i>			
			Mir-Hosseini, "Tamkin: Stories from a Family Court in Iran" (What do these court cases tell you about Muslim marriage?)	14	<i>Carmen PDF</i>	Use this time to get caught up in this course, and start reviewing for the Second Exam
24	R Nov 11	Veteran's Day	NO CLASS			Use this time to get ready for the WG Presentations, with your other group members. WG Coordinators: make sure everyone stay on task!

25	T Nov 16	Working Group Presentations ONE	See Course Mechanics and my announcements in class (and recent powerpoints) for details		Randomly selected Working Groups will present on their Discussion Issues to the class. Each WG should be ready to present for exactly 10 min. Attendance for all is mandatory. Everyone discusses with the presenters.
26	R Nov 18	Working Group Presentations TWO	Ditto		Ditto above
27	T Nov 23	Working Group Presentations THREE	Ditto		Ditto above
28	R Nov 25	Thanksgiving	NO CLASS		
29	T Nov 30	Conclusions: The Big Picture on our Middle East Close-Up	<i>Why do violent Islamist movements attract people? Is there a "clash of civilizations" between the ME and the West? Do ME'ners really think & act differently than others?</i>		WGs: huddle to come up with 3 thoughtful questions about course content, as way to review the course themes for Second Exam. Use Class Schedule & Course Review Sheet. WG Coordinators: email those questions to me today.
			Bring 2-3 your specific questions from all course materials: readings, lectures, films, web content, past discussions		<i>What do ME'ners really want out of life or government? Are they inherently different, traditional, or fanatical? Can a society be religious & modern at the same time?</i>
30	R Dec 2	Course Review	<i>So what lasting ideas did we learn?</i>		
			Come ready to discuss the themes outlined on the Review Sheet		Answers and discussion on the Working Groups' submitted questions in class
31	T Dec 7	Second Exam	Note date. Tell me now if you have a conflict in coming to this exam!		Second Exam in class: same time, same place. For entire class period. Same format as First Exam. Covers all material in course, including films, lectures, and online articles.

The Middle East Close-Up: People, Cultures, Societies

Anthropology 2241 / Near Eastern Languages & Cultures (NELC) 2241

Spring 2020 Syllabus

fulfills GE Cultures & Ideas; and GE Diversity: Global Studies

Meeting Time:

Meeting Location:

Instructor:

Email:

Office Hours:

Office Location:

Mailbox:

Course Website:

COURSE DESCRIPTION:

What is life in the Middle East today like? How are deep traditions and religious faith lived out in places like Egypt, Iran, Saudi Arabia, or Turkey? How can Westerners understand Middle Eastern assumptions about family, individuality, marriage, gender roles, morality, and authority? Can Middle Eastern values co-exist with Western ideals of human rights, freedoms, and democracy? Can *culture* give insight to terrorism, or corruption, to the recent popular revolts known as the Arab Spring? How do we make sense of cultural differences, including your own assumptions about the world?

This is an introduction to **the Muslims of Middle East and North Africa from the ground level**. It's about **how ordinary people live, think, and act**. The course will bring in relevant historical, political, economic, and religious contexts to help us understand the lived experience of the people we encounter. We'll also consider **how to think about cultural differences in general** and what it means to be human in the globally connected world today.

We will see that understanding the region's cultures gives us insight into big questions of politics, societal problems, global trends, and terrorism. We'll think through such issues through ethnographic (cultural anthropology) articles, books, newspaper articles, websites, and films that provide fascinating windows on different life worlds. Students of all majors are welcome! Knowledge of foreign languages is **not** needed.

GE Goals & Expected Learning Outcomes: If you do the work, by the end of the term you should:

- Grasp *what societies in the Middle East are like*, how the people think, what they do, how daily life operates, what the governments are like to live under, etc.
- Learn *how to think analytically about culture*, both Middle Eastern culture and your own in comparison.
- Understand *how the Middle East fits into the world today* and how global issues (like conflict, oil, immigration, democratization, rights, Islamic revival, and terrorism) connect the Middle East with the U.S. in our world today.
- *Think critically* about global issues and be able to express methodical arguments in writing and speech. *Learn how to grasp an issue's big picture and recurrent themes*, and how specific facts connect to them.
- This course fulfills requirements for both the GE Cultures & Ideas, and the GE Diversity: Global Studies.

Prerequisites & Audience:

- No prerequisites, only college-level ability to read critically and express yourself in speech and writing.
- This class is for anyone interested in **getting behind news headlines** and taking a ground-level view of the cultures, histories, politics, and religions of this part of the globe. Great for students studying social sciences or humanities but designed for students of all majors and career paths. All readings are in English.
- No background is presumed about the Middle East or Islam. However, those who do have prior knowledge would benefit from this course's comparative perspective and analytic approach to culture.
- You have the right to accommodations. Please let me know how I can make the course content more accessible for you.

REQUIREMENTS & GRADING:

Course readings & other materials come from two sources:

1. Article PDFs and links to films/readings/maps on external websites in Carmen>Modules.
2. **Required Textbook:** Eickelman, Dale F. *The Middle East and Central Asia: An Anthropological Approach*. Fourth Edition (2002).

The book is available from Amazon to buy (new or used) or to rent. The book is also on reserve at the main **Thompson Library, Closed Reserves**. Our course is **listed under “Anthro/NELC 2241”**. You can take it for 2 hours at a time. **You need access to the book by January 21st. Please let me know immediately if you have trouble accessing this book.**

All films are available online through YouTube or the OSU library.

The **Course Calendar for reading assignments** is in a separate document. It shows what you need to read for which class, and the theme of the day.

How to do well in this course:

- o Check **Class Calendar and Carmen Modules** *before each class* for the readings, assignments, and what to expect in class.
 - Pace yourself between our class meetings. Don’t do last minute assignments.
 - *Do the assigned readings, films, websites* and think about them. I cannot overstress the importance of this.
 - Use the tricks in PDF “*How to Read an Academic Book or Article*” in Carmen
- o All assignments and materials are posted under that week’s Module in Carmen.
- o If you do these, you’ll do well in the graded work:

❖ Attendance:	15%
❖ Reading Responses:	20%
❖ Discussion Posts:	10%
❖ Working Group Presentation:	15%
❖ Midterm Exam:	20%
❖ Final Exam:	20%

❖ Attendance (15%)

- You earn half a point for every class you attend, which is generally 1 point per week (x 15 weeks = 15 points).
- **You are allowed 2 absences without penalty.** This is meant to cover illness, family situations, travel, job interviews, etc. I do not require documentation.
- Beyond that, *absences will negatively affect your overall grade by half a point per absence.* This is a lot! And when you are absent, you miss the Discussion Posts!
- For absences after the 2nd one, email me (ahead of time if possible) with your reasons. Email me even if you tell me verbally in class, because I need a record. I will use my discretion to determine your final attendance grade at the end of the semester, based on the reasons for absences and your regular participation in class.
- If an unusual, lasting situation arises, you are responsible for letting me know as soon as possible (or have someone else contact me). Disappearing (even with good reason) without telling me does not look good for your final attendance grade. Don't just disappear!
- Let me know now about expected absences for religious holidays ahead of time. These are excused.
- I take Attendance using TopHat. You will receive the attendance code at the beginning of class. If you are caught sharing that code with someone who is absent, both of you will automatically lose 5% on your final grade.
- Your attendance is posted on Carmen>Attendance. Check regularly and let me know of any errors.
- **Lateness:** every 3 tardies will be counted as 1 absence. *Leaving class early* (without telling me ahead verbally) is treated as a tardy. *Doing inappropriate activities during class* is treated the same (see below on Class Conduct). Make sure I know you're here if you're late so that I don't mark you absent.
- Perfect attendance may get a grade boost!

❖ Reading Responses (20%): *happen at home*

- Reading Responses are exercises you do on your own in response to the course material, which is often a reading but may also be a film/video.

- For each class that has a Reading Response associated with it, turn the assignment into the Carmen Reading Responses folder by the deadline posted there.
 - All Reading Responses are posted under **Carmen>Assignments**
 - Reading Responses are graded based on *conscientious and thoughtful engagement with the reading or film*.
 - A very thoughtful response earns 2 points; a thoughtful response earns 1 point; a last-minute or missing response does not earn any points (2 points x 10 responses = 20 points)
- ❖ **Discussion Posts (10%): *happen in class***
- Class Activities include exercises and discussions we have during class, where we make sense of the materials together. The class will often break up into small groups to do these.
 - In some classes, each student spends 5 minutes to type in a short response to the questions I will pose, and posts to Carmen>Discussions. We then spend 5 more minutes reading each others' posts and discuss further as the entire class. I will debrief the entire topic with you.
 - Discussion Posts are graded based on *conscientious engagement with the material and other students, quality of reasoning, depth of reflection, and consideration of different viewpoints*. You are NOT graded on how much you already know, or how smart you appear in discussion or writing.
 - Discussions Posts will happen in class about once a week and they earn up to 1 point (x 10 discussion posts = 10 points).
- ❖ **Working Group Presentation (15%): *project happens both in and out of class***
- The class will be split into Working Groups and you'll be doing activities together throughout the term. Each group will have a **Coordinator** whom you elect.
 - The big activity is your term project that culminates in your **Working Group Presentation** (see **Class Calendar**). You'll have 1 week in the class schedule to get together to plan, discuss, do research, and prepare your presentation, which will be given to the entire class.

- Your group chooses the topic of your presentation, but I need to explicitly approve it. The topic needs to be related to the Middle East/North Africa or global trends among Muslims, and needs to be feasible.
- The Coordinator ensures you all stay on task and on time, and organizes your meetings outside of class. Decide together early on who does what tasks. Split up the research and fact finding. Ask me for suggestions about resources on your topic.
- For the Presentation, decide who will present about what. Each group member will say something. Prepare a Powerpoint. Include references to your images and sources.
- When you present, also talk about how your chosen topic connects with the themes in our course. *Do your findings confirm or complicate our discussions? Critical evaluations, comparisons, and reflections on the course materials through your investigations will be rewarded especially in the grading.*
- Each group will receive a single grade, which will be applied to each of its members, up to 15 points total.

❖ **Exams (40%): happen in Carmen**

- **The Exams will occur in Carmen** (see Course Calendar). *If you have a conflict with either of these, let me know now.*
- Each exam is worth 20 points (2 x 20 points = 40 points).
- Format for both will be True/False, Fill in the blank, and multiple choice, and will include *short essays* (several paragraphs per question) and will ask you to reflect on the course materials and discuss them, take a stance on an issue, and/or provide examples. Exams are really longer versions of the Reading Responses and Discussion Posts, as they also ask you to engage critically with the course materials.
- If you *keep up with all readings and assignments and attend class regularly*, you'll do fine.
- **Missed Exams:** please do not miss an exam, because it may mean failing the course. If an emergency arises, contact me ASAP. If there is an acceptable reason for missing an exam, I may allow a makeup at my discretion, but *there will be a point deduction*, no matter the reason.

❖ **Extra Credit: available out of class**

- Several times throughout the semester, there will be relevant events occurring on or off campus. If you choose to attend the event, submit a selfie along with a short description (1 paragraph) of the event to the Extra Credit folder in Carmen.
- You will receive 1 extra credit point for every approved event that you attend, for up to 5 points. That’s a 5% bump to your final grade!

SUGGESTIONS:

- **Check email & course website announcements** on Carmen for any updates.
- **Download all course handouts and readings** rather than wait until you need it, in case the network is down.
- Get the phone/email of 2 others in the class, for notes or updates in case you miss class.
- Clear, concise, **effective writing** in the essays is key to doing well on the exams. I highly encourage you to use the free services of the Writing Center, which works with you one-on-one, confidentially, to improve your writing. Check them out at: <http://cstw.osu.edu>, 614-688-4291.
- Email me your questions. “No question is stupid” – I mean it. I can answer them at the beginning of next class, because probably other students have the same question.
- **Come see me in my office hours** during the term. I’ll be glad to chat with you about questions, or any topics of your interest. *You don’t have to have a “problem” to see me!* But **please email me to tell me you’re coming even if you come during office hours**, so that you don’t come when other students are there.

OSU Grading Scale:

A = 95 – 100%	C+ = 78 – below 81%
A- = 91 – below 95%	C = 75 – below 78%
B+ = 88 – below 91%	C - = 71 – below 75%
B = 85 – below 88%	D+ = 68 – below 71%
B- = 81 – below 85%	D = 65 – below 68%
	E = below 65% (fail)

POLICIES:

- **Class Cancellation:** In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the classroom door. Afterwards, I'll email you about what I expect you to do for the following class. It is a good idea to always check your email the morning before each class.
- **Final Grades:** I do not round up final grades more than half a percentage point. You are welcome to increase your grade by taking advantage of the Extra Credit event attendance opportunities that will be presented throughout the semester.
- **Incompletes:** I prefer to avoid incompletes when possible, but sometimes you need one. You are required to request it before final exam week, be passing the course, and give good reasons.
- **Email:** I generally do not respond to emails after 5pm or over the weekend. Please mark urgent emails URGENT in the subject line. I teach 4 classes with about 200 students total, so please be patient and do not send emails asking questions that can be addressed in class. I try to respond to an email within 24 hours and I will always address you respectfully – I expect the same from you.

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

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

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

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

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

CAVEATS AND DISCLAIMERS

I may not always have the answers, but I will always help you seek them out. Our discussions are precisely to serve that purpose; utilize the knowledge and experience of your peers. I am open to your input in class, to supplement or even (politely) contradict my own. I have intentionally chosen materials that offer a range of different interpretations and viewpoints, some of which argue against each other. The points of view expressed in the course material do not necessarily reflect my views or those of the university. This course is not trying to advocate any particular political or religious point of view, or to evaluate the rightness of official policy. Rather, we are trying to understand the Middle East and its people, whom we will listen to but not necessarily agree with. Our common task is to evaluate everything thoughtfully, because an opinion you disagree with is instructive to all of us. You are NOT required to agree with what you read or hear (including from me), but I DO ask that you give every idea careful consideration and respect for those expressing them. You are welcome to argue for your own point of view in a constructive manner. You will be graded not for which side you take, but how well you argue for it (using well-documented facts, materials from our course, methodical argument, etc.). This applies to what you say in class and what you write in your assignments.

Disability policy:

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

The Middle East Close-Up: People, Cultures, Societies

Anthropology 2241 / Near Eastern Languages & Cultures (NELC) 2241

Spring 2020 Course Calendar

January 6 – April 28

Important Notes:

This schedule is subject to change with notice from the instructor.
Readings will be discussed in class on the day they are assigned.
Due dates for assignments are in Carmen.

Module 1

Tues., Jan 7: Introductions to each other and the course

Readings: Course Materials (Syllabus, Course Calendar, Carmen website)

Part 1: The Middle East in History and Geography

Module 2

Thurs, Jan 9: *Where is the Middle East?*

Readings:

1. "How to Read an Academic Book or Article"
2. "The Middle East: A Geographic Preface," I. Manners and B. Parmenter

Assignment: Reading Response 1

- Summarize the main points of the Manners and Parmenter article
- What do Manners and Parmenter mean by "multiple geographies"?
- Your questions (also bring to class for discussion)

Class Discussion 1

Module 3

Tues, Jan 14: *Why is history important to understand the Middle East today?*

Reading: Marcus, Abraham. (1989) *The Middle East on the eve of modernity*, pp.13-27 and 37-48.

Class Discussion 2

Thurs, Jan 16: *What's distinctive about Middle Eastern societies?*

Reading: Marcus, Abraham. (1989) *The Middle East on the eve of modernity*, pp. 75-86, and pp. 219-246.

Assignment: Reading Response 2

- Using the two chapters by Marcus from this week, answer the following questions: What was it like living under the Ottoman Empire? How was it different from modern life? What did pre-modern government do and not do, and why is that important? How is the Middle East today the same as the Middle East under Ottoman rule? What has changed?

Module 4

Tues, Jan 21: *Pastoral Nomadism and the Bedouins*

Readings:

1. Eickelman, Ch. 4 "Pastoral Nomadism" pp. 64-81.
2. L. Beck, "Use of Land by Nomadic Pastoralists in Iran: 1970-1998"

Class Discussion 3

Thurs, Jan 23: *What is a tribe?*

Readings:

1. Eickelman, Ch. 6, "What is a Tribe?" pp. 115-126.
2. L. Layne, "The Dialogics of Tribal Self-Representation in Jordan"

Assignment: Reading Response 3

- Answer the following questions using the readings by Eickelman, Beck, and Layne: What is the difference between pastoralism, nomadism, and tribalism? How have the Bedouins of the Arab world been impacted by economic and political changes over time? How does Eickelman answer the question "What is a tribe?" Why does he think it's an important question? Why did Jordan lack a unique national culture? What themes were used to cultivate one? What role did the Bedouins play in this?

Module 5

Tues, Jan 28: *Village Life*

Readings:

1. Eickelman, Ch. 3, "Village and Community," pp. 57-62.
2. E.W. Fernea and R.A. Fernea, "Baghdad and Al Nahra, 1956 and 1983"
3. E.W. Fernea and R.A. Fernea, "Baghdad and Al Nahra, 1996"

Assignment: Reading Response 4

- Are villages closed social and economic worlds, stable and enduring, and slow to react to changes in the 'outside world'? What were the Ferneas' impressions and experiences in the village? What changes did they witness over time? How would you describe ethnographic writing?

Thurs, Jan 30: *Urban Life*

Reading: Eickelman, Ch. 5: "Cities in Their Place", pp. 84-112.

Class Discussion 4

Part 2: Islam and Islamic Societies

Module 6

Tues, Feb 4: *Introduction to Islam*

Readings: Ahmed, "What is Islam?" parts 1 & 2

Class Discussion 5

Thurs, Feb 6: *What makes a Muslim a Muslim?*

Film in class (finish on your own): *Le Grande Voyage*

Assignment: Reading Response 5

- Answer these questions based on the film after you have finished watching it on your own: What impact does this long journey have on the relationship between father and son? What does the film help us understand about contemporary Islamic pilgrimage?

Part 3: Personal and Family Relationships

Module 7

Tues, Feb 11: *Kinship and Marriage*

Readings:

1. Eickelman, Ch. 7, "Personal and Family Relationships", pp. 158-166.

2. Friedl, Erika. "A Thorny Side of Marriage in Iran"
3. White, Jenny. "Two Weddings"

Class Discussion 6

Thurs, Feb 13: *Children*

Readings:

1. Davis, Susan Schaefer. "Growing up in Morocco"
2. Bowen, Donna Lee. "Abortion and the Ethics of Life"

Assignment: Reading Response 6

- Answer these questions from the articles by Davis and Bowen: How are family and community central to Middle Eastern society? How are boys & girls treated differently? What is really at issue for Middle Easterners about abortion? Are these the same issues as in the U.S.?

Module 8

Tues, Feb 18: *Gender and Sexuality*

Readings:

1. Eickelman Ch. 8, pp. 176-192.
2. "How Not to Study Gender in the Middle East" by Maya Mikdashi
<https://www.jadaliyya.com/Details/25434>

Class Discussion 7

Thurs, Feb 20: *The Veil and Veiling*

Short Film in class: "A Veiled Revolution"

Assignment: Reading Response 7

- Based on the reading this week by Eickelman and the short film we watched in class, answer the following questions: How is gender a "vexed question" for Middle Eastern societies? Do Middle Easterners have to always follow tradition? Why do Muslim women cover themselves with veils, hijabs, or burqas? Are they forced, or do they choose? Why are some westerners uncomfortable?

Part 4: Language, Ethnicity, and Diversity

Module 9

Tues, Feb 25: *Language and Nationalism*

Reading: N. Haeri, "Humble Custodians of the Divine Word" pp. 25-51.

Film in class: *Umm Kulthum: A Voice Like Egypt*

Assignment: Reading Response 8

- Answer these questions based on the film we watched in class: Why does Virginia Danielson refer to Umm Kulthum as "the Voice of Egypt"? What role did Arabic play in creating a collective Egyptian identity? Why Arabic and not French, English, or another language?

Thurs, Feb 27: *Minorities*

Reading: Eickelman Ch. 8, pp. 192-212.

Class Discussion 8

Part 5: Everyday Life in the Modern Middle East

Module 10 (no reading responses or discussions this week)

Tues, March 3: *The Roma in Turkey* (a presentation of Dr. Schoon's research)

Thurs, March 5: *Popular Culture*

Reading: Solomon, "Hardcore Muslims"

Film in class: *Crossing the Bridge: Sounds of Istanbul*

Midterm Exam Due to Carmen by Friday 3/6 at Midnight

[March 9-13: SPRING BREAK (No Classes)]

Module 11

Tues, March 17: *Everyday Struggles: Poverty, Corruption, Conflict*

Readings:

1. Marcus, Abraham. (1989) *The Middle East on the eve of modernity*, pp. 314-346.
2. Abu Zayd, Layla. "The Discontented" in *Year of the Elephant: A Moroccan Woman's Journey Toward Independence, and Other Stories*, pp 16-18.
3. Singerman, Diane. "Networks, Jobs, and Everyday Life in Cairo"

Class Discussion 9

Thurs, March 19: *Western Perceptions and their Origins*

Reading: Edward Said, Introduction to *Orientalism*

Part 6: Working Groups

Module 12

Tues, March 24: Class Cancelled

Meet with your Working Group

Thurs, March 26: Class Cancelled

Meet with your Working Group

Module 13

Tues, March 31: Working Group Presentations

Thurs, April 2: Working Group Presentations

Part 7: Politics and the Media

Module 14

Tues, April 7: *Muslims in the West*

Reading: Cohen, "For 'New Danes' Differences Create a Divide"

Assignment: Reading Response 9

- Based on the article by Cohen, answer these questions: Are Middle Eastern migrants integrating well in European societies? What are their issues of life there? What does that teach us about Middle Eastern cultures?

Thurs, April 9: *Al Jazeera*

Film in class: *Control Room*

Assignment: Reading Response 10

- Based on the film we watched in class, answer these questions: What is the importance of media in any society? Why was Al Jazeera such a game changer in the Arab world? What was this satellite TV network trying to do for Arab society?

Module 15

Tues, April 14: *The Arab Spring*

Readings:

1. BBC News. 2011. "Egypt unrest." (interactive map of Tahrir Square starting 4 Feb 2011, during 18 days of demonstrations. Stay on tab "Tour of Camp").
2. BBC News. 2013. "Two years in the life of Tahrir Square." (slideshow showing evolution of protest activities at Tahrir Square, 4 Feb 2011 to 4 July 2013).
3. Rosen 2011. "A Guide to the 'Arab Street'." *Anthropology Now* 3:41-47.

Thurs, April 16: *The Middle East Close Up*

Class Discussion 10

Finals Week: Final Exam Due in Carmen (TBA)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: ANTH/NELC 2241

Instructor: Morgan Liu

Summary: The Middle East Close-Up: People, Cultures, Societies

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"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Discussion Forums • Both asynchronous and synchronous activities are present.
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and 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 ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

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

- Date reviewed: 4/22/21
- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe following statement about disability services (recommended 16 point font):
 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; 098 Baker Hall, 113 W. 12th Avenue.

^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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>