

Term Information

Effective Term Autumn 2023

Previous Value Autumn 2022

Course Change Information

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

Update class for REGD and Historical and Cultural Studies GE designations

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

Adding these designations will allow students interested in taking this course to fulfill the REGD foundations and Historical and Cultural Studies Gen Ed requirement.

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	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
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, 7 Week, 6 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
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for NELC 2241.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Cross-listed in NELC.

Subject/CIP Code

Subject/CIP Code

05.0108

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

Previous Value

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.
- 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.

Content Topic List

- Introduction to the culture of the Middle East as lived in its villages, towns, and cities.
- Ethnography
- Comparative Culture
- Subsistence

Sought Concurrence

No

COURSE CHANGE REQUEST
2241 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/05/2023

Attachments

- AnthNESA2241_REGD_Syllabus_20221128.docx: Syllabus
(Syllabus. Owner: Palazzo, Sarah Rose)
- GE Foundations Submission_AnthNESA2241_NYoung.pdf: GE Foundations Courses
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- AnthNESA2241_REGD_Verbiage_20221027.docx: Rationale
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- 2241 Letter 3_3_23.pdf: Letter 3/3/23
(Cover Letter. Owner: Palazzo, Sarah Rose)
- 2241 Syllabus 3_3_23.pdf: Syllabus 3/3/23
(Syllabus. Owner: Palazzo, Sarah Rose)

Comments

- Resubmitting with revisions 3/3/23 *(by Palazzo, Sarah Rose on 03/03/2023 12:02 PM)*
- Please see feedback email sent to department 02-18-2023 RLS *(by Steele, Rachel Lea on 02/18/2023 10:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo, Sarah Rose	12/06/2022 08:55 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	12/06/2022 10:26 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/13/2023 03:47 PM	College Approval
Revision Requested	Steele, Rachel Lea	02/18/2023 10:20 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	03/03/2023 12:50 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	03/03/2023 02:59 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/05/2023 09:21 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/05/2023 09:21 AM	ASCCAO Approval



3 March 2023

nesa.osu.edu

Dear Members of the ASC Curriculum Committee:

Thank you very much for your review of **Anthropology/NELC2241: Middle East Close-Up: Peoples, Cultures, Societies**. In consultation with Prof. Dr. Ila Nagar, I have made the following modifications as per your contingency and recommendations. Please see below for a brief description of changes made to the syllabus in response.

1. **Contingency:** Panel asks that **GEN Foundation: Historical and Cultural Studies** and **GEL Diversity** with Goals and ELOS be added to the syllabus.

Modification to Syllabus: GEN Foundation: Historical and Cultural Studies and GEL Diversity now appear on pages 2-3.

2. **Recommendation:** Panel recommends that Module 2 include material regarding how race operates within the Middle East.

Modification to Syllabus: The chapter, "Introduction: Reclaiming 'Minorities' in the ME" from the book, *Routledge Handbook of Minorities in the Middle East*, has been added.

3. **Recommendation:** Panel recommends that the departments replace "NESA" with "NELC" in the syllabus when referring to the subject area and course number.

Modification to Syllabus: NESA has been replaced by NELC.

4. **Recommendation:** Panel recommends that the departments use the most up-to-date version of the Mental Health statement.

Modification to Syllabus: Up-to-date Mental Health statement has been added.

5. **Recommendation:** Panel recommends that the departments use the most up-to-date version of the Student Life Disabilities Services statement.

Modification to Syllabus: Up-to-date Student Life Disabilities Services statement has been added.

Please do not hesitate to contact me or Prof. Dr. Ila Nagar (nagar.5@osu.edu) as necessary.

Very Best,

Nathan Young, PhD

Modernity's Other: Nostalgia for Village Life in Turkey

young.2278@osu.edu

MIDDLE EAST CLOSE-UP: PEOPLE, CULTURES, SOCIETIES

ANTHROPOLOGY/NELC 2241

TUES. and THURS., 12:45PM–2:05PM
AUTUMN 2024

Course Overview

Instructor

Instructor: Nathan Young, PhD

Preferred Contact Method: email to young.2278@osu.edu

Office Hours: Tues. and Thurs., 2:15pm–2:45pm and by appointment

Office Location: Hagerty Hall 371

Prerequisites: None

Course Description

This course explores how people in the Middle East navigate their everyday lives amid various expectations related to gender, family, community, religion, and government. Over the course of the semester, students consider their own biases regarding the Middle East and the ways that their perceptions are shaped by portrayals in media. Categories of race, gender, ethnicity, citizenship, religious affiliation, and societal status are examined with attention paid to the role and behavioral expectations that often accompany them. Students are given opportunities to comparatively reflect on how their own positionalities and identities impact their experiences in the United States and/or other countries in which they have lived.

Readings, lectures, and assignments prompt students to consider how deeply held traditions in places like Egypt, Iran, Saudi Arabi, and Turkey are lived out in an increasingly interconnected world. The course also links local, lived experiences with broader national and international events. By comparing the values and practices associated with the Middle East to experiences common in the United States, the class challenges simplistic notions of cultural categorization without muting real differences.

A variety of issues will be investigated, including: Why does it seem that democratic forms of governance have struggled to take root in the Middle East? What factors might give rise to



extremism in spheres of religion, society, or government? Does vernacular culture give insight into big picture phenomena such as migration, terrorism, democratic uprisings, or corruption? Do major events shape life on the ground? Does life on the ground shape major events? How is technology (satellite television, internet, social media) shaping the contemporary Middle East? Considering the influence of religious practice on nearly all aspects of life, why is so much attention given to how women dress and whether they wear head coverings? Are there contexts in which men's appearances are also scrutinized or regulated? What strategies do Middle Easterners employ to thrive, survive, or merely "get by" when formal institutions prove unhelpful and restrictive? How do intersectional identities influence daily life?

Course Learning Outcomes

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

- Evaluate how forms of power in familial, communal, religious, or governmental spheres shape expectations for everyday life in the Middle East, especially according to gender and ethnic categories.
- Consider ways Middle Easterners negotiate and navigate complex social dynamics arising from gender, marital status, religious practice, educational level, and economic class.
- Critically assess similarities and differences that exist between Middle Eastern cultures and ethnicities and students' own cultural and ethnic backgrounds.
- Conceptualize the imbrications and linkages between personal agency and big-picture phenomena. Consider how individuals and groups who have been historically disempowered express agency through creative approaches and strategies.
- Identify the continuing impact of historical legacies on the contemporary Middle East.
- Critique simplistic notions of the Middle East as depicted by Western-biased media. Impart analytical skills enabling students to recognize and assess how media shapes concepts of self and other.

GE Goals and Outcomes

GE FOUNDATIONS: Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes: Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.



1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes: Successful students are able to:

- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

GE FOUNDATIONS: Historical and Cultural Studies

GOAL 1—Cultural Studies: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes: Successful students are able to:

- 1.1 Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
- 1.2 Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
- 1.3 Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events, or ideas that influence human perceptions, beliefs, and behaviors.
- 1.4 Evaluate social and ethical implications in cultural studies.

Cultures and Ideas (Legacy GE)

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.

Outcomes met by:

- Reading ethnographic and journalistic accounts of what Middle Easterners think, say, and do in contexts of everyday life.
- Watching films and documentaries depicting cultural and artistic expression in the ME.
- Examining relevant course materials to consider Middle Eastern worldviews, religious and political beliefs, and social norms.

Diversity (Legacy GE)



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, people, and cultures outside the U.S.
2. Students recognize the role of nation and international diversity in shaping their own attitudes and values as global citizens.

Outcomes met by:

- Considering material that depicts various lifeways in the ME context
- Connecting recent historical events to real-life experiences for Middle Eastern communities, noting interplay between local and global flows
- Discussing how ME lifeways are similar/different from students' own experiences

This course satisfies these outcomes by first exposing students to the historical and cultural context of the Middle East and then by prompting them to consider how categories of race, gender, and ethnicity are often accompanied by certain role and behavioral expectations. Readings consider how power drawn from religious, gender, political, and citizenship identity categories is manifested and wielded in various contexts. Additional materials for the course including articles, films, memoir, and graphic novels illustrate how individuals both acquiesce and contest the social expectations often defined by the gender, race, and ethnic categories under which they live. In this process, students will also contemplate how their own socio-cultural settings influences their attitudes and actions. The class considers the interplay between the local and the global, giving real-life examples of individuals who impact their broader contexts.

Required Texts (2)

1. **Purchase:** *Iran Awakening: One Women's Journey to Reclaim Her Life and Century* by Shirin Ebadi. Have a physical copy to bring it to every class. If you have any confusion about which edition to purchase, match the ISBN number provided below.

Ebadi, Shirin. 2007. *Iran Awakening: One Women's Journey to Reclaim Her Life and Country*. New York: Random House. **ISBN 978-0-8129-7528-4**

OSU Barnes and Noble

Amazon: <https://www.amazon.com/Iran-Awakening-Journey-Reclaim-Country/dp/0812975286>

2. **Choose 1 of 3 Graphic Novels:** You may share a copy with classmates to reduce costs.

Hermans, Anaële and Delphine. 2018. *Green Almonds: Letters from Palestine*. The Lion Forge. **ISBN 978-1-941302-89-7**

Amazon: <https://www.amazon.com/dp/1941302890>

Satrapi, Marjane. 2003. *Persepolis: The Story of a Childhood*. New York: Pantheon Books.



ISBN 978-0-375-71457-X

Amazon: <https://www.amazon.com/Persepolis-Childhood-Pantheon-Graphic-Library/dp/037571457X>

White, Jenny. 2021. *Turkish Kaleidoscope: Fractured Lives in a Time of Violence*. Princeton, N.J.: Princeton Univ. Press. ISBN 978-0-691-20519-9

Amazon: <https://www.amazon.com/Turkish-Kaleidoscope-Fractured-Lives-Violence/dp/0691205191>

ALL OTHER READINGS will be available via Carmen.

Required Films

Choose **ONE** of these titles to watch, review, and present as part of a team. For film access options, see www.justwatch.com. You may need to pay a small fee for film rental. Let me know if you have problems. If a film is unobtainable, you will be allowed to choose another. Some films are available free from OSU Library's [Kanopy](#) or [Swank](#) services, so check before you rent!

ALGERIA

Bab El-Oued City. 1994. Merzak Allouache, dir. (OSU Library: disc, Youtube)

EGYPT

The Square. 2013. Jehane Noujaim, dir. (Netflix)

Umm Kulthum, A Voice Like Egypt. 1996. Michal Goldman, dir. (Youtube)

MOROCCO

The Great Journey [Le Grand Voyage]. 2004. Ismael Ferroukhi, dir. (Kanopy)

IRAN

A Separation. 2011. Asghar Farhadi, dir. (Amazon, Google Play, Vudu)

Children of Heaven. 1997. Majid Majidi, dir. (Amazon, Google Play, Vudu, Apple TV)

Secret Ballot. 2001. Babak Payami, dir. (Apple TV, Amazon)

SAUDI ARABIA

The Perfect Candidate. 2019. Haifaa Al-Mansour, dir. (Criterion Channel, Vudu, Amazon)

Wadjda. 2012. Haifaa Al-Mansour, dir. (Amazon, Vudu, Google Play, Apple TV)

TURKEY

My Father and My Son [Babam ve Oğlum]. 2005. Çağan Irmak, dir. (Pantaflix)

Course Technology

The instructor does not provide technical support. For help with password, university email, Carmen, or other technology issues, contact the OSU IT Service Desk. 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



The above support information applies to *all* Carmen components, including Discussions, Groups, Modules, Carmen Zoom, Messages, etc. For issues with using the OSU Libraries, contact the library staff and personnel directly.

- **Self-service and chat support:** <http://libanswers.osu.edu>
- **Phone:** 614-292-6785
- **Email:** <http://libanswers.osu.edu/q.php>

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Carmen Zoom text, audio, and video chat
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
 - A tablet (e.g., university-issued iPad) is an acceptable alternative to a computer **IF** you have a keyboard and the can save documents as Word files or PDFs.

Necessary software

- Word processor capable of saving in .doc, .docx, or .pdf formats (recommended: [Microsoft Office 365 ProPlus](#)). All Ohio State students are eligible for free [Microsoft Office 365 ProPlus](#) and can install on five PCs or Macs, five tables, and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
 - You are not required to use Microsoft Office. However, any assignments submitted through Carmen dropbox will *only* be accepted in .doc, .docx, and .pdf formats. No submissions via Google Docs, Box, Word Online, or OneDrive.

Course Evaluation by Students

Student evaluation of courses and instructors is an important aspect of the College’s quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI). Polite feedback is also welcome during the semester.

Grading, Assignments, and Instructor Commitments

Grades

ASSIGNMENT	PERCENTAGE of TOTAL GRADE
1. Weekly Posts	10 x 1% = 10%
2. Group Film Presentation and Critical Review	10%



3. Quizzes	4 x 5% = 20%
4. Midterm	20%
5. Graphic Novel Reflection	10%
6. Social Media of the Middle East	5%
7. Final	25%
TOTAL:	100%

Assignment Description and Information

- 1. Weekly Posts:** You have 14 opportunities to submit **10 posts** via Carmen. Every week, the instructor provides a prompt. (For example, Week 4 invites students to consider the lives of Saudi women, and strategies employed for self-expression, social participation, and professional opportunity.) Responses must be 100–125 words of thoughtful, university-level prose. Add a word count at the end of the post. Each successful post earns **1%** toward your overall grade. **Posts are due at 12pm, on the second meeting of the week.** *Since you have 14 opportunities for only 10 posts, the instructor never re-opens a discussion after it has closed.*
- 2. Group Film Presentation and Critical Review:** There are two parts to this assignment. For each part, consider and discuss how the film portrays the everyday life and challenges of individuals in various racial, ethnic, gender, and other identity categories.
 - a. Part I:** Choose a film along with 2-3 classmates with whom you will form a working group. Each group will give a presentation using presentation software (like PowerPoint) in front of the class according to the date on the syllabus. Communicate clearly for about two minutes per person.
 - b. Part II:** Submit a 2- to 3-page critical write-up for the film. This is due on the day of your presentation. See document “Critical Film Review” on Carmen for specific details about the format and content required for this write-up.
- 3. Quizzes:** We have **5 quizzes** over the semester on the material covered since the previous quiz. Be prepared for questions focusing on the challenges, contributions, and experiences of individuals from various identity categories. For example, you must be current with readings from Shirin Ebadi’s memoir, following her depiction of life as a woman in Iran. Quizzes include true/false, multiple choice, fill-in-the-blank, and short essay questions and take 10–15 minutes to complete. *Your lowest score will be dropped.*
- 4. Midterm:** The midterm will be approximately twice the length of a quiz and have a similar format. It will be cumulative to date. Anticipate a question prompting you to consider how the intersection of identity categories shapes life in the ME.



5. **Graphic Novel Reflection:** Write 2–3 pages on how the novel you selected impacted you, relating the novel’s depiction of racial, ethnic, gender, and/or other identity categories to your own life and experiences. See document, “Graphic Novel Reflection” on Carmen for specific details about the format and content requirements.
6. **Social Media in the Middle East:** One class period will be a workshop to identify resources, material, and influencers of the Middle East on social media platforms. Through this exercise, we consider how members of minority communities leverage digital spaces to offer a diversity of opinions and perspectives.
7. **Final:** The final will be approximately twice the length of the midterm and will be cumulative for the semester. Anticipate a question prompting you to reflect on how studying various groups in the Middle East shapes your own ethical/moral convictions.

Grading Scale

It is your responsibility to keep up with your scores for the course. Carmen will keep track of most scores, but I do not use it calculate final grades. Talk to me if you are confused about something related to grades. Note 1: I do not round up grades. Note 2: “A” grades recognize work that is consistently excellent across the semester; an “A” thus starts at 94%, not 93%.

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

Instructor Feedback and Response

Carmen

If something is missing from Carmen (reading, dropbox, link), contact me. For other tech issues contact 614-688-HELP. I am not a tech expert, but we have resources at OSU who can assist.

Assignment Grading and Feedback

For all assignments except weekly posts, you can usually expect grades and feedback **within 7 days of completion**. Weekly posts are more informal—they prompt your staying caught up on major course themes and show me what you are learning (or struggling to learn). I will respond to many of your weekly posts, but not every single one. You are welcome to comment politely and civilly on other classmates’ posts but are not required to do so.

Email Contact

- I will reply to emails within **24 hours on school days**. I make every effort to reply on the same day to emails sent **before 5pm**. If you send me an email on weekends (Fridays at 5pm to Sundays at 5pm), you may not hear back until Monday morning.



- While *email etiquette* is about being polite, it also helps individuals communicate clearly and efficiently. Begin all emails with a greeting, like “Hi Dr. Young” and end with a closing such as, “Sincerely, First name, Last name.” Write “Anth2241” or “NELC2241” in the subject heading. Review the email before you send it and fix grammar. Make it easy to read so I can understand you quickly and respond with a helpful answer ASAP.

General Guidelines for Course Participation

Attendance

Regular, consistent effort is imperative for success in the course. Students are allowed **three (3)** absences for any reason with **NO penalty**. Save these for serious or unpredictable situations. Beyond these three, *each* additional absence results in a 2.5% deduction from your overall grade. For instance, two absences (beyond the first three) is a 5% deduction from your course grade. *Regardless of reason, contact me as soon as you know that you cannot attend a class.*

Beyond the three “free” absences, **IF** 1) You have a valid reason for missing class such as jury duty, military service, religious holiday, emergency medical situation, varsity sports, or death in the family, **AND** 2) You submit relevant documentation you will most likely NOT incur a grade penalty. *You must send me an email with clear explanation and official documentation.* Please note that transportation issues, technology malfunctions, or work schedules **ARE NOT** valid reasons. So, save your three “free” absences for these things. Have a back-up plan so you can submit assignments even if your digital device, internet, or electricity cuts out.

Being Late or Leaving Early

Class begins right on time, whether virtual or in-person. Coming late or leaving early disrupts the learning process for all. Three (3) instances of being late or leaving early counts as one absence. *Remember, if you are absent three or fewer times and late three or fewer times, you will accrue NO grade penalty whatsoever, regardless of what Canvas says!*

Late Assignments and Missed Quizzes/Exams

I do not accept late assignments, nor do I re-schedule missed quizzes or exams. The only exception is if you have a valid, documented excuse. Because weekly posts are available to do early and you only must submit 10 (out of 14), under NO circumstances will I re-open a post.

Participation

- **Writing:** For all written assignments, please follow appropriate grammar norms, including punctuation, spelling, and capitalization. Your writing will be evaluated based on content and composition.
- **Discussions:** There is plenty of space for honest disagreements within robust humanities learning environments. However, it is imperative to remember the following:
 - Ideas have consequences. There are few merely “abstract” ideas. Consider the implications of your viewpoint or statement.
 - Course material may be personal. As part of a diverse campus (and a diverse nation) we often have people with Middle Eastern backgrounds in our course.



- Civil, collegial, respectful, and grounded discourse as a commitment. Comments that are supported by citing specific sources (especially materials from this course) are preferred over unreferenced, unmoored comments. I may ask you, “Where did you hear that and why do you think it is true?”
- **Backing Up Work:** Consider composing your weekly posts on a word processor so you can save and edit your work, and then post directly to Carmen. Keep **all** your assignments clearly labeled and saved on more than one platform during the semester.

Three Requests

- Do not ask about course mechanics, due dates, assignments, etc., until you have reviewed the syllabus and relevant documents. When you ask a question, highlight your confusion: “The syllabus says X, does this mean Y or does it mean Z?” If you ask something covered on the syllabus or on slides, I may invite you to review that material.
- If this is the first course you are taking from me, please do not request a letter of recommendation until the semester closes and final grades have been posted. To write an honest and in-depth letter, I need to observe your character, work ethic, skills, and academic performance for at least one semester.
- **Virtual Zoom Meetings** (when applicable)
 - The first thing to do after you enter the zoom space is type your name. If you don’t enter your name, you may be considered late or (even worse) absent.
 - Be prepared for class: fully dressed, sitting at desk or table, lights on (not walking and not in a vehicle going somewhere).
 - Leave video on during the entirety of the class, but audio can be muted.

Other Course Policies

Academic Integrity

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/>.

Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by



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

Accessibility of Course Technology

This online course requires use of 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)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Resources for Success and Well-Being

Academic Well-Being

There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- University Student Services can be accessed through [BuckeyeLink](#)
- An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>

Personal Well-Being and 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](tel:614-292-5766). CCS is located on the 4th Floor of the Younkun Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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.

Disclaimer

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, portrayals of discrimination and oppression, problematic and offensive terminology or sexual violence or its aftermath. If needed, please care for yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor). We will respect each other while consuming media and create a safe space. Failure to show respect to others may result in dismissal from the class.

A good humanities course will include a range of interpretations and viewpoints which may not be in mutual agreement. You may disagree with certain perspectives. Remember that the points of view expressed in the course do not necessarily reflect my views or those of the university. Please do not dismiss an idea out of hand because it seems liberal, conservative, secular, religious, capitalistic, socialistic, etc. Our task is to evaluate ideas, viewpoints, and opinions thoughtfully, while respecting the people who express them. You may advocate for your point of view in a constructive manner and are not required to agree with any ideas that you read or hear (including mine). Please never attack a person; strive to evaluate ideas.



Copyright and 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.

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 Greeneville 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.

For more information: [OSU's Land Acknowledgement](#).

Course Schedule

The course is organized into 15 modules corresponding to the weeks of the term. Each module consists of two days except for weeks (like Fall Break) which have one class period. Students are expected to complete the readings before each class.

Total Pages of Assigned Reading, except graphic novel: **555** (about **40 pages/week**).

To anticipate reading load, weekly page totals are in **green brackets** and after each reading.

Module 1 [Week's Reading = 49]

Goals: We consider the arbitrary nature of nation-state boundaries especially as they emerged in the ME. We note that the ME is more heterogeneous (ethnically, religiously, culturally) than often understood by people in the United States. We explore the challenges of considering peoples, cultures, and societies on their own terms rather than through our own evaluative lenses. The McGuire article introduces the concept of intersectionality via categories emphasized in this course. By considering the city of Aleppo under the Ottoman Empire, we begin learning about the impact and legacy of various ethnic groups on the ME.

Day 1: The Middle East and This Course

- Q: Where is the Middle East? What is the Middle East? What opinions do you have about the Middle East and where did these ideas come from?
- Q: How does studying the ME facilitate critical thinking about our world today?
- Q: What lenses or biases do we employ when we consider other peoples and cultures?
- Q: What should you know about this course?
- **Read:** Syllabus for Anthropology/NELC2241
- **Read:** Miner, "Body Ritual Among the Nacirema" [6]
- **Read:** McGuire, et al., "'I'm a Black Female Who Happens to be Muslim': Multiple Marginalities of an Immigrant Black Woman on a Predominantly White Campus" [14]



Day 2: Life Under Empire

- Q: What was daily life like under the Ottoman Empire?
- Q: How does the Ottoman legacy impact the ME?
- Q: In what ways was the Ottoman Empire tolerant/intolerant to its people?
- Q: Why are the idea of nation-states sometimes problematic in the ME?
- **Read:** Marcus, Ch1, "Introduction to the City of Aleppo," pp. 13-27. [15]
- **Read:** Marcus, Ch2, pp. 37-48. [12]
- **Read:** Ebadi, Prologue, pp. xiii-xvi. [4]

Module 2 [54]

Goals: Students begin sifting through their assumptions about the ME, replacing them with more nuanced perspectives. We consider the interplay of societal expectations and personal agency. We discuss racial portrayals of Middle Easterners in both U.S. and ME contexts.

Day 1: The Middle East, Then and Now

- Q: What is (sometimes) distinctive about ME societies?
- **Read:** Gelvin 2018, Ch1, pp. 1-23. [24]
- **Read:** LA Times 2019, "Are Arabs and Iranians White? Census Says Yes, But Many Disagree" [12]

Day 2: Everyday Struggles in the Middle East

[QUIZ 1]

- Q: How is powerlessness especially pertaining to race, gender, and ethnicity, experienced by some Middle Easterners, and what are various coping strategies?
- Q: Why are networks significant in the ME? How might one "get things done" in the ME?
- Q: How does racial, ethnic, or gender impact how the above questions are answered?
- **Read:** Abouzeid, "The Discontented," pp. 16-18. [3]
- **Read:** Singerman, Ch 23, "Networks, Jobs, and Everyday Life in Cairo," pp. 293-301. [9]
- **Read:** Rowe, Ch 1, "Introduction: Reclaiming 'Minorities' in the ME," pp. 1-17 [18]

Module 3 [32]

Goals: We consider the various ways that Islam, as the majority religion in the ME, shapes daily life. After noting certain commonalities, we note that Muslims are not a monolithic group, but practice faith in a variety of ways, some of which are contested by in-group members.

Day 1: Considering Islam, Pt I

[GROUP 1: *The Great Journey*]

- Q: What makes a Muslim, a Muslim?
- **Read:** Eickelman, pp. 245-256. [12]
- **Read:** Ebadi, Ch1, pp. 3-14. [12]

Day 2: Considering Islam, Pt II

- Q: How does Islam shape everyday life?
- **Read:** Nelson, Ch24, "The Sound of the Divine in Daily Life," pp. 310-313. [4]



- **Read:** Bowen, Ch25, “Abu Illya and Zakat,” pp. 315-318. [4]

Module 4 [44]

Goals: Using Saudi Arabia as a case study, we consider the role of oil in the region. We observe this nation as an example of a specific form of Islamic practice and pay attention to how women exercise agency amid strong societal expectations.

Day 1: Deep Dive I—Saudi Arabia

[GROUP 2: *Wadjda*]

- Q: What does Saudi Arabia illustrate about the challenges and complexities of the ME, specifically regarding the interplay of religion, governance, society, and gender roles?
- Q: What has oil done for/to SA? How does oil wealth protect or upend power in SA?
- Q: What is SA’s role as a steward of Mecca and Medina?
- **Read:** Goldschmidt, Ch14, pp. 230-237. [8] *just section about Saudi Arabia!*
- **View:** Kalin, *Wall Street Journal*, [Saudi Arabia's Royal Family](#)

Day 2: Deep Dive I—Saudi Arabia

[QUIZ 2]

- Q: How do women navigate familial, social, and governmental requirements in S.A.?
- **Read:** Worth, *NYTimes*, [As Taboos Ease, Saudi Girl Group Dares to Rock](#) [2]
- **Read:** Kelly, *NYTimes*, [Progress for Saudi Women is Uneven, Despite Cultural Changes and More Jobs](#) [4]
- **Read:** Cook, *Council on Foreign Relations*, [How Saudi Arabia Gets Away Murder](#) [5]
- **Read:** Ebadi, Ch2, pp. 15-39. [25]

Module 5 [55]

Goals: By examining important life transition moments, students consider “traditional” values and practices of some ME communities. We explore how such traditions are re-negotiated in light of urbanization and globalization. Students contemplate the expectations for these passages that are part of their cultural, ethnic, or religious backgrounds.

Day 1: Weddings and Divorce

[GROUP 3: *A Separation*]

- Q: What can wedding traditions, marriage, and divorce reveal about ME societies?
- Q: What are the social, economic, or familial repercussions for people who step out of expectations for weddings, marriage, and divorce?
- **Read:** Friedl, “A Thorny Side of Marriage in Iran,” pp. 122-132. [11]
- **Read:** White, “Two Weddings,” pp. 63-77. [15]

Day 2: Abortion

- Q: How is abortion considered or discussed in the ME?
- **Read:** Bowen, Ch16, “Abortion and the Ethics of Life,” pp. 169-179. [11]
- **Read:** Ebadi, Ch3, pp. 39-56. [18]

Module 6 [47]



Goals: Using Iran as a case study, students track the impact of recent historical events upon present-day life. We observe the mutual effects of individual agency and big-picture events.

Day 1: Deep Dive II—Iran

[GROUP 4: *Secret Ballot*]

- Q: What happened in the early 1950s in Iran and what have been the repercussions?
- **Read:** Goldschmidt, pp. 223-230 [8] *just section about Iran!*
- **Read:** Young, “Critical Review: Kinzer’s *All the Shaw’s Men*” [3]
- **Read:** Ebadi_Ch4, pp. 57-70. [14]

Day 2: Deep Dive II—Iran

[QUIZ 3]

- Q: What led to the 1979 Revolution? What do we see in its aftermath?
- **Read:** Ebadi_Ch5, pp. 71-92. [22]

Module 7 [35]

Goals: Students track the development and proliferation of media technologies in the ME. By watching the film *Control Room*, we note how political and moral power can be either bolstered or undermined because of media coverage.

Day 1: Media in the Middle East

- Q: What is the importance of media in a free society?
- **Read:** Noueihed & Warren, “The Media Revolution,” pp. 44-59. [16]

Day 2: Al Jazeera, ‘CNN of the ME’

- Q: What is this network trying to do for Arab society?
- Q: Does Al Jazeera inform or pander to its audience?
- **Watch (in class):** *Control Room*. 2004. Jehane Noujaim, dir., Julia Bacha, writer.
- **Browse:** [Al Jazeera](#)
- **Read:** Ebadi_Ch6, pp. 93-111. [19]

Module 8 [24]

Goals: The Middle East has been viewed a place where democracy is nearly impossible. We evaluate the accuracy of this notion by considering democratic initiatives in the ME, democracy as a continuum, and the “infrastructure” needed for democratic systems. How does the lack of participatory government impact individuals according to their race, ethnicity, or gender?

Day 1: Democracy in the Middle East

[GROUP 5: *The Perfect Candidate*]

- Q: Is democracy possible in the ME? What would it take?
- Q: Why have many ME leaders become dictators?
- **Read:** Rohde and Gall, “Afghan Democracy 101: The Students are Keen.” [5]
- **Read:** Worth, “In Democracy Kuwait Trusts, but Not Much.” [3]
- **Read:** Ebadi_Ch7, pp. 112-127. [16]

Day 2: FALL BREAK—No Class!



Module 9 [31]

Goals: Consideration of Turkey nuances our understanding of identity categories in the ME. For example, women navigate civic freedoms amid traditional expectations. Anatolia is a place of ethnic and racial diversity, yet such categories are contested locally and nationally.

Day 1: Deep Dive III—Turkey

[MIDTERM + GROUP 6: *My Father and My Son*]

- Q: How is Turkey unique within the ME context? How is Turkey like other ME countries?
- Q: How are gender expectations in Turkey similar to/different from other ME contexts?
- Q: The Justice and Development Party has governed Turkey since 2002. How has does this impact minority ethnic and racial groups?
- **Read:** Pope and Pope, Ch1 from *Turkey Unveiled*, pp. 7-20. [14]
- **Read:** Goldschmidt, Ch14, pp. 211-223. [13] *just section about Turkey!*
- **Read:** POMPE, "Erasure and Affect in Race-Making in Turkey" [10]

Day 2: Deep Dive III—Turkey

- Q: What challenges do racial, ethnic, and gender minorities encounter in Turkey? How are these challenges is experienced by "majority" groups?
- Q: What is Turkey's relationship with the West and how does this impact civil rights?
- **Watch (before class):** *Crossing the Bridge: The Sound of Istanbul* (pt. 1). 2005. Fatih Akin.
- **Read:** Reuters 2022, Russia Complains to Turkey over Drones Sales to Ukraine [1]
- **Read:** Young 2019, "Ankara, July 19, 2019: Russia's S-400's" [2]

Module 10 [44]

Goals: In this combined class with Turkish counterparts at Ege University (Izmir, Turkey), we discuss common issues that students face. In the process, we consider similarities and differences across ethnic and national categories, replacing simplistic notions or prejudices. On Day 2, we examine how veiling requirements are wielded by power holders on all sides of the religious-political spectrum, and how women nevertheless express agency in such situations.

Day 1: Deep Dive III—Turkey

[COMBINED CLASS w/ Turkish students]

- **Browse:** What Campus Data Tell Us about Student Mental Health and Covid-19

Day 2: Women in the Middle East

[GROUP 7: *Umm Kulthum*]

- Q: Why do Muslim women cover/not cover themselves?
- Q: How do both "liberal" and "conservative" regimes enforce veiling practices? Why?
- Q: Why values can domestic space convey in the ME?
- **Read:** Charrad, "Gender in the Middle East: Islam, State, Agency" [21]
- **Read:** Santelli, "On Islamic Architecture in Morocco." [5]
- **Read:** Ingber, *NYTimes*, Muslim Women on the Veil [6]
- **Read:** Ebadi, Ch9, pp. 142-155. [14]

Module 11 [53]



Goals: By examining the Arab Spring democratic uprisings, we consider causes and contexts that give rise to protest movements. The readings inspire reflection on how ethnic, racial, and gender identities impact one's relationship to power: for some, power is maintained and wielded, while the "powerless" express initiative and agency. The Tahrir Square events are examined as solidarity movements among members of "disenfranchised" identity groups.

Day 1: The Arab Spring, Pt. I

[GROUP 8: *The Square*]

- Q: What started it, what happened, and what are the long-term effects?
- **Read:** Gelvin 2015, Ch1, pp. 24-35. [12]
- **Read:** Gelvin, "The Beginning: Tunisia and Egypt," pp. 39-65. [27]
- **Read:** Gelvin, "The Beginning: Tunisia and Egypt," pp. 79-85. [7]

Day 2: The Arab Spring, Pt. II

[QUIZ 4]

- Q: How does popular culture intersect with and form national identity?
- Q: What does Egypt's modern history tell us about how nations emerged in the ME?
- Q: What led to and resulted from the Tahrir Square protests? Why/how did ethnic, gender, and religious minority groups articulate common purposes during these events?
- **Read:** Totten 2014, "The Arab Spring Proved Everyone Wrong," pp. 43-49 [7]
- **Watch (before class):** [France 24, Tahrir Square, A Melting Pot for Egyptian Revolutions](#)

Module 12 [16]

Goals: By considering minorities in the ME, students are challenged to adopt a more nuanced perspective on this region. This module will also demonstrate strategies by which minorities negotiate their identities in precarious socio-cultural and political contexts.

Day 1: Life as a Minority in the Middle East

[GROUP 9: *Bab El-Oued City*]

- Q: What does it mean to live in the ME as a minority?
- **Read:** *Aleteia* 2022, [When Thousands of Muslims Attended the Funeral of a Christian Palestinian Journalist Hope for Peace Was Kindled](#) [5]
- **Read:** *The Guardian* 2016, [Everything You Need to Know about Being Gay in Muslim Countries](#) [11]

Day 2: VETERANS DAY: No Class!

Module 13 [50]

Goals: We consider ways social media is harnessed by non-traditional influencers. We forecast the potential they have for challenging hegemonic and traditional authority structures. We also note the precarity of refugees and asylum seekers and the status of "non-citizenship." We note how categories of race and ethnicity are emphasized in the portrayal of refugees.

Day 1: The Middle East Via Social Media

[SOCIAL MEDIA WORKSHOP]

- Q: Who is shaping the ME through social media and how?
- **Read:** Ebadi, Ch10, pp. 156-178. [23]



Day 2: Arab Spring Aftermath → ISIS, Syrian Civil War, Refugees, Migration [QUIZ 5]

- **Read:** Dabiq, “Why We Hate You & Why We Fight You,” pp. 30-33. [4]
- **Browse:** [The UN Refugee Agency, US--Syria Emergency](#) [2]
- **Read:** The Conversation, April 2022, “How Race and Religion have always played a role in who gets Refuge in the US” [5]
- **Read:** Ebadi_Ch11, pp. 179-199. [21]

Module 14 [30]

Goals: As an example of the Middle East’s global interconnectedness, we consider the overlay of popular cultural expression and political movements in Palestine. Students will note ways in which artists who are marginalized because of result of race or ethnicity, re-shape global genres according to local forms, expressions, and contexts. Artist expression thus becomes a performance of identity and a means of resistance.

Day 1: Pop Culture, Palestine, & the Global Middle East. [GROUP 10: *The Great Journey*]

- **Read:** McDonald, pp. 243-261. [19]
- **Watch (in class):** *Naila and the Uprising*. 2017. Julia Bacha, dir.

Day 2: Considering Middle Eastern Futures...

- Q: What ongoing questions do you have about the ME?
- **Read:** Ebadi_Epilogue and Afterward, pp. 209-219 [11]

Module 15 [0]

Goals: Students consider the broad themes explored over the semester. We identify strategies for evaluating news sources and the range of opinions regarding the ME.

Day 1: Summary, Review, Reflection [GRAPHIC NOVEL REFLECTION]

- Q: How has this course affected your perceptions and biases of the Middle East?
- Q: What skills have you developed for assessing media depictions of the ME?

Day 2 (if scheduled): Summary, Review, Reflection

FINALS WEEK: 8–14 DEC., DATE and TIME: TBD.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Anthropology/NESA 2241: Middle East Close-Up: People, Societies, Cultures

This 2000 level course orients students to the Middle Eastern context by listening to the voices of those who live there. The material offered in this course thus foregrounds the accounts and testimonies of the lived experiences of a broad range of Middle Eastern people. Over the course of the semester, students are prompted to consider their own biases in regard to the Middle East and the ways that their perceptions are shaped by media portrayals and biases. Categories of race, gender, ethnicity, citizenship, religious affiliation, and societal status are examined with attention paid to the role and behavioral expectations that often accompany them. Students are presented with opportunities to reflect on how their own positionalities and identities impact their own experiences in the United States and/or other countries in which they have lived.

Features of the course that illustrate its foundational nature:

1. The readings are chosen such that students from any background can engage and benefit from the material. They are drawn from a wide swath of sources and genres, including book chapters, articles, and news accounts. Students will view two films in class and one other film as part of a project team. One memoir by a Middle Eastern writer is assigned enabling students to trace the “big picture” life-trajectory of an individual within a specific, albeit rapidly shifting changing socio-politico-cultural context. As a foundations course, the readings average under 40 pages per week.
2. The 15 modules of the course correspond with the weeks in a semester term. Each week, students explore various materials which will prompt consideration of how “everyday” life in the Middle East is experienced according to gender, ethnicity, citizenship, political affiliation, religious practice, and social position.
3. Students spend significant time considering how various social categories produce expectations for role and behavioral norms. They reflect on how individuals choose to express personal agency amid varying degrees of societal pressure. Additionally, they consider the mutual imbrications of national and global events and daily lived experiences. The classroom is established as a place where students can discuss a spectrum of ideas in calm, thoughtful, respectful ways, even amid disagreements, diverging points of view, and provocative subject matter.
4. The course includes quizzes, a midterm, and a final geared to help students stay accountable and on track across the semester. All testing events include a variety of questions to reflect different learning modalities. In this way, students have opportunities to exhibit their strengths while identifying places of growth.

1.1

Linked Course Goal:

- Students evaluate historical, contextual, and societal factors that shape and define categories such as gender, race, ethnicity, citizenship, and religious affiliation in the Middle East.
- Consideration of these categories within the Middle East broadly construed prompts students to examine their own experiences within U.S.-based contexts and institutions.

Linked Course Topics:

- Students explore the arbitrary nature of nation-state boundaries especially as they emerged in the Middle East.
- Students note that the Middle East is more heterogeneous (ethnically, religiously, politically, culturally) than is often understood by people in the United States.

Example Activities/Assignments:

- (Week 1) Through the article, “Body Ritual Among the Nacirema,” we discuss the perils and pitfalls of considering peoples, cultures, and societies. We consider the challenges of viewing them on their own terms rather than through our own evaluative lenses.
- (Week 1) By considering the city of Aleppo under the Ottoman Empire, we begin to trace the impact and enduring legacy of various groups on the Middle East. This enables us to evaluate processes of “cultural layering” in a given context, rather than view it as exhibiting the practices of a single, dominant group.
- The first for-credit weekly discussion post at the beginning of the term invites students to reflect on their assumptions about the Middle East.
- (Week 10, Day 1) Our combined class with Turkish university students (Ege University, Izmir) provides an opportunity for U.S.-student to hear from Middle Eastern counterparts. The instructor prepares the students to not merely “extract” information about the Middle East from Turkish students, but rather to engage with them holistically. For example, students will read about the effects of COVID-19 on the well-being of university students—a global concern, not merely a U.S. or Middle Eastern one.

1.2

Linked Course Goal:

- Students explore how gender expectations, religious authority, communal membership, and cultural context exert various forms of control in the Middle East.

Linked Course Topics: Throughout the semester, this class foregrounds the lived experiences of women in the Middle East, with particular attention given on Week 4 (Day 2), Week 5 and Week 10 (Day 2). Life as a sexual minority in the Middle East is considered during Week 12 (Day 1). The ongoing struggles in Palestine and the Syrian Refugee Crisis will inspire students to grapple with marginalization due to ethnicity and citizenship during Week 13 (Day 2) and Week 14 (Day 1). We note differences and similarities in how religious, communal, and political authorities exert pressure on their constituents.

Example Activities/Assignments:

- (Week 4) Using Saudi Arabia as a case study, the readings help students consider how women navigate complex webs of social, religious, and governmental expectations. We note women’s complicated positionality, as “betwixt and between.” Navigating this space may lead to both resisting and internalizing/replicating gender norms. The weekly

discussion post will elicit consideration of how actions of resistance and self-expression emerge on fringes.

- (Week 5) By considering major life events such as weddings, marriage, divorce, and abortion, students juxtapose societal/familial norms with the repercussions that come with transgressing social obligations. We also note the liminal ethical spaces that exist between formal, religious practice and coping strategies for “everyday” exigencies.

1.3

Linked Course Goal:

- Students identify how a person’s intersectional identity impacts their lived experience across multiple spheres.
- Students consider how people exhibit agency when institutional, bureaucratic, and judicial systems fail to address their concerns and/or provide justice.

Linked Course Topics: By learning about the aftermath of the Arab Spring and the Syrian Civil War, students consider the “double-exclusion” of Syrian refugees. Dispossessed of their homeland, refugees and asylum seekers are also treated as global non-citizens as they attempt to relocate to other nations.

Example Activities/Assignments:

- (Week 2) Readings about the importance of networks and relationships of mutual obligation illustrate ways of coping with underdeveloped institutions.
- (Week 11) Readings about the Arab Spring illustrate ways in which Middle Easterners agitate for change and exhibit agency. The Middle East is revealed as dynamic and fluid, challenging notions that it is merely a place of entrenched traditionalism.
- (Week 14, Day 1) *Naila and the Uprising* illustrates the challenges of intersectionality as confronted by the film’s protagonist. As a Palestinian woman, Naila struggles against both the Israeli state (as a non-citizen) and structures of local patriarchy.
- The posting for Week 14 asks students to how Palestinian rap/hip-hop group DAM move across various identities (citizens of the state of Israel, Palestinian, local performers, global artists) to advance their perspectives and convey their hybrid musical aesthetic.

1.4

Linked Course Goal:

- Students unearth diverse lifestyle commitments within a context often viewed as homogenous.
- Students reflect on commitments for living ethically in a pluralistic world.
- Students note ways that spheres of personal expression, communal expectation, and governmental regulation coexist and collide. As a result, ethical commitments may require balancing multiple agendas, especially in multi-cultural, multi-ethnic, multi-confessional contexts.

Linked Course Topics: By considering how women’s veiling practices have been regulated (and still are being regulated) by both “progressive” and “conservative” power hierarchies, students contemplate the ethical implications arising from notions and beliefs about the intersection of public life and religious practice.

Example Activities/Assignments:

- (Week 10, Day 1) These readings illustrate the controversy surrounding women’s veiling practices. Throughout the course, we will also ask why debates about normative religious practice tend to focus on the behavior of women rather than men. What motives might underlie the impetus for sartorial control, especially for a society’s women and girls?

2.1

Linked Course Goal:

- Students reflect on how positionality, historical legacy, and contemporary context influence certain social values such as democratic governance, networking and advancement, reciprocal gift-giving, and familial obligation.
- Students examine claims of objectivity in relation to news reporting and media sources.

Linked Course Topics: Several of the weekly discussion posts invite students to reflect on the similarities and differences between their own cultural context and what they are discovering as they listen to people in the Middle East.

Example Activities/Assignments:

- (Week 7) The post for this week asks students to compare Al Jazeera reporting on a particular topic with a U.S.-based media network. This exercise exposes alleged “objectivity” in journalism and encourages students to diversify their news sources.
- (Week 13, Day 1) In this workshop, student teams search for and identify social media influencers in the Middle East and share them with classmates. The exercise decenters opinions of mainstream media “experts” or “authorities,” giving rise to emerging voices.

2.2

Linked Course Goal:

- Students explore how positionality, context, and media shape perceptions of difference.
- Students learn that viewpoints are situated and that every view is a “view from somewhere.”

Linked Course Topics: The course interrogates our unexamined perceptions of the Middle East by foregrounding on-the-ground, lived experiences of Middle Easterners. Course material and discussion prompts considering media and press biases.

Example Activities/Assignments:

- (Week 1) “Body Ritual Among the Nacirema,” cleverly exposes the biases and evaluative lenses that we often employ when we view other cultures and societies.
- (Week 7) By watching and discussing the film *Control Room*, students evaluate how media shapes perceptions of the “other” and influences appraisal of global events such as war and regime change. The film foregrounds the contestations between Al Jazeera reporters and U.S. press attaché during the U.S. invasion of Iraq in 2004.
- By reading a graphic novel written (or co-produced) by an inhabitant of the Middle East, students are exposed to grassroots, personal accounts of daily life. They are also prompted to consider how the novel corrects or challenges incomplete or essentialized representations of the Middle East and Middle Easterners.

2.3

Linked Course Goal:

- Evaluate how categories such as race, gender, ethnicity, and religious affiliation influence social positioning in the Middle East, alternately providing or limiting opportunities in professional, political, and social spheres.
- Consider how these categories influence our own lived experiences in the United States

Linked Course Topics: Over the duration of the course, student consider “everyday” Middle Easterners whose lived experiences are influenced by gender, nationality, religious practice, and ethnicity. Course materials examine how social categories are accompanied by behavioral and role expectations and how individuals exercise agency under such pressures.

Example Activities/Assignments:

- Across the semester, we read noble prize-winner Shirin Ebadi’s memoir, *Iran Awakening: One Women’s Journey to Reclaim Her life and Country* in its entirety. This allows us to consider the broad arc of her life, which illustrates how Ebadi’s gender, religious convictions, professional aptitude, and political orientation shaped her lived experiences according to the changing power structures in her home country.
- By assigning a film review project featuring works exclusively by Middle Eastern auteurs, students have an opportunity to listen to inhabitants of this region in their own voices are artistic products, and to consider the issues that they raise.