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?)

The course is undergoing a revision by Dr. Danielle Schoon (.2) from the Department of Near East and South Asian Languages and Cultures (NESA). It will be listed there as a NELC class in the Course Bulletin and Schedule of Classes. It will be cross-listed with International Studies 2200 Introduction to the Modern Middle East (hence this Course Change Request from the INTSTDS side). A New Course request for NELC 2200 is being submitted concurrently. The class is being submitted for approval under the new AU22 GEN Gen Eds as a Foundations Race, Ethnicity and Gender Diversity (REGD) class. Distance Learning status is also being requested. The Legacy Gen Ed. status for Social and Behavioral Sciences (Organizations and Polities) and Global Studies are to be retained for INTSTDS 2200 (and hence NELC 2200 as well). Under the new AU22 GEN Gen Eds we understand the Foundations: Social & Behavioral Sciences approval for INTSTDS 2200 will be extended to NELC 2200.

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

NESA will be dedicating teaching staff for the course on an ongoing basis. The course is being changed by the new instructor (NESA is the "lead" in this proposal). The diversity inherent in the Middle East region lends the subject matter well for consideration as a GEN Race, Ethnicity and Gender Diversity class.

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)?

No programmatic changes for INTSTDS. The class remains a Required Foundations class in the Middle East Studies specialization for students with a Requirement Term SU23 and before.

The class is also approved under the Middle East primary or secondary Specialization for the revised Bachelor of Arts Degree version of the International Studies major approved for AU23 implementation.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

A concurrent New Course Request is being submitted by NESA (NELC 2200 Introduction to the Modern Middle East). A cross-list of NELC 2200 and INTSTDS 2200 is being submitted.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	International Studies
Fiscal Unit/Academic Org	UG International Studies Prog - D0709
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2200
Course Title	Introduction to the Modern Middle East
Transcript Abbreviation	Intro Mod Mid East
Course Description	This course presents students with a multidisciplinary analysis of diversity and change in the modern Middle East. The ultimate goal of the course is to provide students with an enlarged perspective of the political, economic, social and theological issues in the Middle East and its diaspora, with close attention to diverse social categories such as race, religion, gender and ethnicity.

Previous Value   *Interdepartmental survey of the land, people, history, politics, religions, philosophy, social institutions, economic development, literature, and the arts.*

Semester Credit Hours/Units   Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions   Not open to students with credit for NELC 2200.
Previous Value   Not open to students with credit for 245.
Electronically Enforced   Yes
Previous Value   **No**

Cross-Listings

Cross-Listings   Cross-listed as NELC 2200
Previous Value

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Organizations and Polities; Global Studies (International Issues successors); Social and Behavioral Sciences; 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

Required for this unit's degrees, majors, and/or minors
General Education course:
   Organizations and Polities; Global Studies (International Issues successors); Social and Behavioral Sciences
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	• Recognize and describe the many cultures and social categories present in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.
	• Recognize and challenge assumptions about social categories like race, religion, gender, and ethnicity in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.
	• Evaluate how social categories like race, religion, gender and ethnicity interact with each other in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.
	• Describe why and how social categories like race, religion, gender and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.
	• Explain how our own identities and social positions are a product of our positioning within the social categories of race, religion, gender, and ethnicity, and how perceptions of difference shape our beliefs, attitudes and behaviors.

Previous Value

• *Develop basic understanding of Middle Eastern countries and cultures from diverse perspectives*

• *Explore both the background and current status of major issues in the Middle East*

• *Learn about various ethnic, racial, religious and sectarian groups in the region*

• *Provide the students with an enlarged perspective in which to understand political, economic and social developments in the region*

Content Topic List

• Diversity in the Middle East

• National Identity and Statelessness in the Modern Middle East

• Language, Race, and Ethnicity in the Modern Middle East

• Islam in the Modern Middle East

• Religious Diversity in the Modern Middle East

• Women in the Modern Middle East

• Gender and sexuality in the Modern Middle East

• Minority Art and Literature in the Modern Middle East

• Minority Music and Performance in the Modern Middle East

• Migrants to and from the Modern Middle East

• Muslims and Arabs in the United States and Europe

• The Future of Peace and Conflict in the Modern Middle East

Previous Value

• *Geography of the Middle East*

• *General History*

• *Religious, Sectarian, Ethnic and Linguistic Groups*

• *Urban, Rural and Nomadic Communities*

• *Recent and Current Political, Economic and Social Developments in the Middle East*

Sought Concurrence   No

Previous Value

Attachments

- IS_NELC 2200 Syllabus_REGD Syllabus In-Person (2-15-23).pdf: Syllabus, In Person Revised

  (Syllabus. Owner: Meltz,Richard Lee)

- IS NELC 2200DL_REGD syllabus online version (2-15-23).pdf: Syllabus, DL Revised

  (Syllabus. Owner: Meltz,Richard Lee)

- ge-foundations-submission_REGD_SCHOON (2) (2-16-23).pdf: REGD-foundations submission

  (GEC Model Curriculum Compliance Stmt. Owner: Meltz,Richard Lee)

- asc-distance-approval-cover-sheet_Schoon_IS NELC 2200 (2-22-23).pdf: Distance Learning Approval

  (Other Supporting Documentation. Owner: Meltz,Richard Lee)

- MIDDLE EAST STUDIES MAP (After IS-NELC 2200 Approval)(2-16-23).docx: Curriculum Map Update

  (Other Supporting Documentation. Owner: Meltz,Richard Lee)

Comments

- Submitting for cross listing with NELC 2200 and adding REGD designation and Distance Learning approval.

  Tracked versions (in Word) of syllabi in response to 2-10-23 revision request are in the NELC submission, not here.

  Updated syllabi, Distance Approval and GE-foundations submission are here. Older versions deleted. *(by Meltz,Richard Lee on 02/23/2023 02:11 PM)*

- Please see Panel feedback e-mail sent 02/10/23. *(by Cody,Emily Kathryn on 02/10/2023 11:41 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Meltz,Richard Lee	11/29/2022 02:44 PM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	11/29/2022 02:47 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/26/2023 11:59 AM	College Approval
Revision Requested	Cody,Emily Kathryn	02/10/2023 11:41 AM	ASCCAO Approval
Submitted	Meltz,Richard Lee	02/27/2023 02:20 PM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	02/27/2023 02:29 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/27/2023 02:39 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/27/2023 02:39 PM	ASCCAO Approval

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IS/NELC 2200DL

Introduction to the Modern Middle East

Autumn 2023

ONLINE

Instructor: Dr. Danielle V. Schoon*	**Class Time**: WF 9:35-10:55am
Office Hours: W 11am-noon and by appt	**Section:** TBA
Email: schoon.2@osu.edu	**Credits:** 3

*I prefer to be called Dr. Schoon (pronounced "scone"). My pronouns are: she/her/hers. Please let me know how you would like to be addressed.

This course is delivered 100% online. CarmenCanvas Zoom will be used for our weekly synchronous class sessions and office hours – you must log in through Carmen with your OSU ID and password. Only registered users will have access. My Zoom Personal Meeting Room will be used for weekly office hours. Students may schedule individual appointments with me via email.

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Course Description: This course presents students with a multidisciplinary analysis of diversity and change in the modern Middle East. For the purposes of this course, the Middle East will generally be defined as including the Arab countries of Southwest Asia, as well as Egypt, Israel, Turkey, Iran and Afghanistan. However, this course problematizes the concept of the "Middle East" and asks where, when, how, and why this geographic area was defined and in relation to what power dynamics. Similarly, we will question concepts such as 'modern' and 'minority' to understand how certain people at certain times have been constituted as 'modern' (or not) or as minorities, on the basis of language, gender, religion, or other social categories and identities. Importantly, we will recognize how these various axes of difference intersect (the concept of intersectionality). We will explore how particular groups are defined politically, and the art and literature that diverse groups create in order to express and engage identity, belonging, and social justice issues.

The course will explore religious diversity (Jewish, Christian, and Islamic religious cultures) will be explored, as well as various ethnic and minority groups, among them the Semitic, Indo-Iranian, and Uralic-Altaic peoples. The shared and divergent values across these varied groups will be considered in light of conflict and peace. The ultimate goal of the course is to provide students with an enlarged perspective of the political, economic, social, and theological issues in the Middle East and its diaspora, with close attention to diverse social categories such as race, religion, gender, and ethnicity.

The course will involve not only reading (books, articles, and web resources), but also audio-visual materials, class discussions, and activities. Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

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This course is worth 3 credits and is intended to satisfy the GE requirements for Foundations: Race, Ethnicity and Gender Diversity (REGD) and Foundations: Social and Behavioral Sciences. The legacy GE's fulfilled by this course are Diversity: Global Studies and Social Science: Organizations and Polities.

Course Goals:

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

- Recognize and describe the many cultures and social categories present in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.

- Recognize and challenge our assumptions about social categories like race, religion, gender, and ethnicity in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe; and evaluate the social and ethical implications of studying such categories.

- Evaluate how social categories like race, religion, gender, and ethnicity interact with each other in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.

- Describe why and how social categories like race, religion, gender, and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.

- Explain how our own identities and social positions are a product of our positioning within the social categories of race, religion, gender, and ethnicity, and how perceptions of difference shape our beliefs, attitudes, and behaviors.

REGD GE Goals and Expected Learning Outcomes:

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. 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. 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.

The course satisfies these outcomes by engaging students in a study of how social categories such as race, religion, gender, and ethnicity interact with everyday life in the Middle East and the United States. By engaging in class activities and readings, students understand how social structures of discrimination apply to different people in different ways. Students will also realize how our own perceptions of self and others relies on the social categories that we belong to or are forced to belong to. Throughout the course of this semester, students come to understand and evaluate their own positions within various social categories and hierarchies.

Social and Behavioral Science Goals and Expected Learning Outcomes:

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. Successful students are able to:

> 1.1 Explain basic facts, principles, theories and methods of social and behavioral science.
>
> 1.2 Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.

Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts. Successful students are able to:

> 2.1 Analyze how political, economic, individual or social factors and values impact social structures, policies and/or decisions.
>
> 2.2 Evaluate social and ethical implications of social scientific and behavioral research.
>
> 2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

This course satisfies these outcomes by engaging students in a study of institutions, organizations, cultures, societies, and individuals of the Middle East and Middle Eastern diaspora through the theories and methods of social science. Students will analyze how political, economic, and social factors and values impact religion, identity, artistic expression, social movements, and international relations. Students will be able to evaluate the social and ethical implications of these factors using information from the social sciences.

Legacy GE Goals and Expected Learning Outcomes:

Social Science: Organizations and Polities

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.

2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Diversity: Global Studies

Goals

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

Expected Learning Outcomes

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

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

The course satisfies these outcomes by engaging students in a study of Middle Eastern societies, cultures, and institutions and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources in the Middle East and Middle Eastern diaspora. This course also focuses on the pluralistic nature of institutions, society, and culture in the United States and the Middle East from a comparative perspective and prepares students to become educated, productive, and principled citizens.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. We will meet synchronously in Zoom twice a week at the scheduled time.

Pace of online activities: This course is divided into weekly modules in Carmen. Students are expected to keep pace with weekly deadlines and attend synchronous Zoom sessions.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Online Participation Requirements:
The following is a summary of your expected weekly participation:
- **Logging in**: AT LEAST ONCE PER DAY
  Be sure you are logging in to the course in Carmen every day, including days with minimal online course activity. If you have a situation that might cause you to miss an entire week of classes, discuss it with me as soon as possible.

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- **Synchronous Zoom Sessions: 2x WEEKLY**

  Attend class regularly and on time for Attendance and Participation points (see Assignments above). Participation means contributing to discussions (with your voice or the chat function) and actively engaging in activities (this class will include full class discussions and activities and also small group discussions and activities in breakout rooms).

- **Office hours**: OPTIONAL OR FLEXIBLE

  My office hours are optional. Please contact me at the beginning of the week if you need to meet at a time outside my scheduled office hours.

- **Participating in discussion forums**: 3+ TIMES

  You can expect to post at least three times as part of our class discussion board.

Required Course Materials:

All readings and links will be made available on Carmen or through the OSU Library (library.osu.edu).

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)](go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings [(go.osu.edu/zoom-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.

Graded Assignments*:

Attendance and Participation	10
3 Online Discussions (5 points each)	15
5 Reflections (5 points each)	25
3 Quizzes (5 points each)	15
Project Proposal	5
Annotated Bibliography	10
Class Presentation	5
Final Research Project	15
TOTAL POINTS POSSIBLE	100

*Please follow the class schedule for all assignment deadlines.

Explanation of assignments:

Attendance and Participation (10 points total)

We will hold 27 synchronous Zoom class sessions this semester. If you are present for the entire period and participating in the activities and discussions, you will earn half a point (.5) per Zoom session. Attending and fully participating 20 times this semester will earn you up to 10 points. This means that you can miss 7 sessions without a point penalty (I do not distinguish between "excused" and "unexcused" absences). Alternatively, if you are present and participating in all 27 Zoom sessions, you will earn 2 points in extra credit. If you join the meeting more than 10 minutes late or leave more than 10 minutes early, you will be marked tardy for the day. Three tardies equals one absence.

3 Online Discussion Posts (15 points total)

Students will respond to three discussion question prompts in Carmen that entail thinking about and reflecting upon the implications of intersectionality and race, ethnicity, and gender diversity. Prompts will be posted five days before they are due and will be discussed in class. All student responses will be open to the rest of the class to

see and comment on. Responses should not be more than 300 words and must include reference to at least one assigned class reading. Original posts are worth 3 points each; you earn another 2 points for a substantial response you make on another students' post (at least 150 words). See Discussion Guidelines below.

5 Reflections (25 points total)

Five times this semester, you will write a reflection assignment that is 2.5-3 pages long (double-spaced, 12-point font, 1" margins). The instructor will provide a prompt that asks you to consider some aspect of the course materials assigned for that week in light of what we are learning about intersectionality and diversity. Sometimes you will be prompted to consider outside sources, like news articles. Be sure to cite your sources. The grading rubric for these assignments is: Formatting and Proofreading: 1 point; Interpretation and analysis according to the prompt: 3 points; Sources cited: 1 point.

3 Quizzes (15 points total)

Once a month this semester, at even intervals, students will take a quiz in Carmen that evaluates their knowledge and understanding of the material from that month and reinforces our learning about race, ethnicity, and gender diversity (they are not cumulative). Quizzes consist of true/false, fill in the blank, multiple choice, and short answer questions and are worth 5 points each. Quizzes will open in Carmen on Thursdays at midnight and must be submitted by the following Monday at midnight. Quizzes are timed and must be completed within the week they are assigned. Once you start a quiz, you will have 45 minutes to complete it and only one attempt allowed. See the Course Schedule for due dates.

Final Project Proposal (5 points)

Each student will choose a topic related to intersectional aspects of diversity in the Middle East today. Students will research and present to the class in the form of a 7-page paper, a poster, or a 5-minute podcast or video. These projects may be done in

small groups (up to 4 people) or alone. The proposal will list the names of the group members, summarize the topic, why it is important and interesting, and what you hope to learn, in 1.5 pages. All podcast, poster, and video projects must include a 3-page written description and analysis. Each student project will make connections between a contemporary issue related to diversity in the Middle East or Middle Eastern diaspora and the theoretical concerns we are learning in the class. For example, a paper might explore LGBTQ communities in Turkey today with a focus on how these communities negotiate religious and ethnic diversity.

Annotated Bibliography (10 points)

Halfway through the session, you will submit a list of at least 5 credible and relevant sources you plan to reference in your final project. These sources cannot include Wiki pages or blogs. They should be both credible (written by authors respected in their fields) and scholarly (well-researched and substantial, not just opinion). They can include books, academic articles, news articles, magazine articles, reputable websites, databases, and journals. You may also choose to include primary materials like a piece of art or a film, as long as it is accompanied by some kind of published analysis. Your bibliography can be formatted in any style you are familiar with, as long as it is consistent. Each source should include a few sentences about why and how you plan to use this source in your final project (that's the annotation part).

Final Research Project (15 points)

The final research project may take the form of a 7-page paper, a poster, or a 5-minute podcast or video, **plus** a final and complete bibliography (without the annotations). If you choose to do a poster, podcast, or video, you will also submit a 3-page description. (More detailed information about this assignment will be distributed in class.)

<u>Class Presentation (5 points)</u>

At the end of the semester, each student or group will share your final project with the class in Zoom in the form of a Lightning Talk, which is a short presentation of 3 minutes. Lightning talks require you to make your central point clearly and avoid any non-critical information. This also causes the audience to be more attentive and allows them to gain a broad array of knowledge from all the presentations. Each presentation will be peer reviewed and scored by your classmates using an anonymous Carmen survey. The points rewarded to your project by your peers will be added up and the average will be awarded to you or your whole group. Students who are not comfortable with public speaking may pre-record their Lightning Talk or work out an alternative with the instructor. (More detailed information about this assignment will be distributed in class.)

<u>Extra Credit</u>

If you attend an event outside of class that is relevant to the topics of this course, you may submit a brief summary of that event for up to 2 extra credit points. (Up to two events per student.) Your brief summary should identify when and where you attended, what it was about, what you learned, and how the event relates to our course. Students may earn up to 4 points total of Extra Credit in this class. Additionally, if 95% of the class completes the SEI on time, I will give everyone 1 extra credit point.

Grading Scale:

A 93-100   A- 90-92.9

B+ 87-89.9   B 83-86.9   B- 80-82.9

C+ 77-79.9   C 73-76.9   C- 70-72.9

D+ 67-69.9   D 60-66.9   E <60

Late Assignments Policy:

I will accept late assignments for half credit up to a week after the deadline. After a week, the assignment will no longer be accepted. The discussion posts and replies are an exception – they may NOT be submitted late and will not be accepted for points, as they rely on real-time interactions. No assignments will be accepted after the last day of classes. Assignments may not be submitted via email and will not be accepted or graded via email. Submit all assignments to Carmen.

Faculty Feedback and Response Time:

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

Grading and feedback

For weekly assignments, you can generally expect your grade and feedback within **10 business days**.

E-mail

I do not always reply to emails on weekends or holidays. I try to respond within 24 business hours. **Please identify this class in your subject line.**

My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Discussion and communication guidelines

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.

- **Formatting**: All written assignments for this class, with the exception of the discussions, should be double-spaced, 12 pt font, with 1" margins.

- **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**: In your final project assignments, please cite your sources properly. (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 discussion posts in a word processor, where you can save it, and then copying into the forum.

- **Zoom Meetings**: For all synchronous Zoom sessions, students will be required to turn their video ON unless otherwise discussed with the instructor. Keep yourselves muted until you have something to share with the class at an appropriate moment. Zoom meetings will be recorded for student and instructor use only.

Class and University 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/.

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)

INCOMPLETES

Course incompletes will not be granted in this class except in emergency situations. It is the student's responsibility to be aware of the last day to drop the course.

WITHDRAW or PASS/NO PASS

Be sure to note the last date to drop a course without receiving a "W" on record and also the last date to register for audit or pass/non-pass options for a course.

FINAL GRADES

I do not round up final grades more than half a percent (.5%). If you are struggling, please contact me right away to work together to make this class a positive experience.

Student Services and Advising

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

Advising resources for students are available here: https://advising.osu.edu

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.

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 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. 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 learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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

THE OHIO STATE UNIVERSITY

CLASS SCHEDULE

August 22 – December 6, 2023

This schedule is subject to change with notice from the instructor.

PLEASE FOLLOW THE MODULES IN ORDER ON OUR CARMEN SITE TO ACCESS
ALL READINGS AND ASSIGNMENTS AND THE MOST UP-TO-DATE CALENDAR

Students are expected to complete the day's readings <u>before</u> we meet for class.
Assignments are generally due Mondays by midnight.

Module 1: Introduction to Diversity in the Middle East

Goal for the Week: Students will be introduced to the diverse peoples and cultures of
the Middle East and concepts such as intersectionality and the meaning of 'race' in the
Middle East.

Wednesday August 23:

Readings:

1. Syllabus
2. "How to Read an Academic Book or Article" handout

In-class Activities:

- Introductions
- Review CarmenCanvas course page

Friday August 25:

Reading:

Bonine et al (eds). "Introduction" in *Is there a Middle East?: The Evolution of a
Geopolitical Concept.* Standard University Press 2011: pp. 1-10.

In-class Activities:

- Lecture presentation on the geographic location of the Middle East and its peoples and cultures
- Mapping exercise

Assignment: Reflection 1 (due Monday August 28 by midnight)

Module 2: What is 'Modern'?

Goal for the Week: Students will learn about the historical legacies of empire and colonialism in the Middle East, and how those legacies continue to inform the social and political dynamics of the region today, particularly regarding the construction of categories like race.

Wednesday August 30:

Readings/Viewings:

1. Payind, Alam and Melinda McClimans. "Modernization versus Westernization" in *Keys to Understanding the Middle East.* Pressbooks.
2. "Part 3: The Ottomans" of *Islam: Empire of Faith* https://youtu.be/m1KvJ3uy9I4

In-class Activities:

- Lecture presentation on the history of the rise and fall of the Ottoman Empire
- Podcast: "Neither Muslim nor Christian" http://www.ottomanhistorypodcast.com/2013/04/religion-conversion-crypto-christians-trabzon.html

Friday September 1:

Reading:

Said, Edward. "Introduction" in *Orientalism.* Knopf Doubleday Publishing 2014: pp. 1-28.

In-class Activities:

- Introduce the concept of Orientalism and the global East/West divide

Assignment: Reflection 2 (due Tuesday September 5 by midnight due to Labor Day)

Module 3: National Identity and Statelessness in the Modern Middle East

Goal for the Week: Students will learn about the history of nationalism in the Middle East with a particular focus on resulting conflicts over territory and ethnic identity.

Wednesday September 6:

Reading:

Sorenson, David. "Chapter 1: The Modern History of the Middle East" in *An Introduction to the Modern Middle East.* Taylor & Francis 2018: pp.

In-class Activities:

- Lecture presentation on nationalism
- View *Aljazeera* "The Great Population Exchange between Turkey and Greece" https://youtu.be/6d9CihGqNMc

Friday September 8:

Reading:

Payind, Alam and Melinda McClimans. "Nation States and Stateless Nations" in *Keys to Understanding the Middle East.* Pressbooks.

In-class Activities:

- 3 Case Studies: Turkey and Greece; Israel and Palestine; India and Pakistan

Assignment: Discussion 1 (first post due Friday September 8 by midnight; reply due by Monday September 11 at midnight)

Module 4: Language, Race, and Ethnicity in the Modern Middle East

Goal for the Week: Students will engage in an assessment of how historically and socially constructed categories of race and ethnicity shape broader societal, political, economic, and cultural systems particularly related to language.

Wednesday September 13:

Reading:

Payind, Alam and Melinda McClimans. "Chapter One: Languages" in *Keys to Understanding the Middle East.* Pressbooks.

In-class Activities:

- Introduce students to the language and ethnic diversity of the Middle East
- Case Study: The Kurds

Friday September 15:

Reading:

White, Benjamin. "Introduction" and "Chapter 1: Minorities, Majorities, and the Nation-State" in *The Emergence of Minorities in the Middle East.* Edinburgh University Press 2012: pp. 1-42.

In-class Activities:

- Compare and contrast constructions of race and ethnicity in the Middle East and the United States

Assignment: Quiz 1 (due Monday September 18 by midnight)

Module 5: Islam in the Modern Middle East

Goal for the Week: Students will be introduced to the central beliefs, institutions, and practices of Islam, and how Islam conceives of social categories like race, ethnicity, and gender.

Wednesday September 20:

Reading:

> Brown, Daniel. "Chapter 1" in *A New Introduction to Islam.* Wiley Blackwell 2017: pp.

In-class Activities:

- Situate Islam in history and other Abrahamic traditions (Judaism and Christianity)

Friday September 22:

No Readings

In-class Activities:

- Guest Lecture: Dr. Sean Anthony to discuss how Islam conceives of social categories like race, ethnicity, and gender.

Assignment: Reflection 3 (due Monday September 25 by midnight)

Module 6: Religious Diversity in the Modern Middle East

Goal for the Week: Students will recognize and compare a range of lived experiences of religion and religious identity, and how these intersect with other social categories such as race and ethnicity.

Wednesday September 27:

Reading:

> Payind, Alam and Melinda McClimans. "Chapter Two: Faith and Religious Identity" in *Keys to Understanding the Middle East.* Pressbooks.

In-class Activities:

- Lecture presentation on religious diversity in the Middle East
- Case Study: Christians in Syria

Friday September 29:

No Readings

In-class Activities:

- Compare and contrast personal experiences with religion and spirituality

Assignment: Final Project Proposal Due (due Monday October 2 by midnight)

Module 7: Women in the Modern Middle East

Goal for the Week: Students will discuss and dispel stereotypes about the role of women in Middle Eastern and Islamic societies.

Wednesday October 4:

Reading:

> Kandiyoti, Deniz. "Introduction" in *Women, Islam, and the State.* Temple University Press 1991: pp. 1-21.

In-class Activities:

- Case Study: Women in Turkey

Friday October 6:

No Readings

In-class Activity:

- Guest Lecture: Melinda McClimans will discuss the role of women in particular Middle Eastern societies today and the history of women's movements in the region.

Assignment: Discussion 2 (due Monday October 9 by midnight)

Module 8: Gender and Sexuality in the Modern Middle East

Goal for the Week: Students will describe and evaluate the social positions and representations of gender and sexuality in the Middle East today.

Wednesday October 11:

Reading & Listening:

1. Najmabadi, Afsaneh. "Introduction" in *Women with Mustaches and Men Without Beards.* University of California Press 2005: pp. 1-10.
2. Kontovas, Nicholas. "Lubunca and the History of Istanbul Slang."
   https://www.ottomanhistorypodcast.com/2013/12/istanbul-slang.html

In-class Activities:

- Guest Lecture: Mehrak Kamali will discuss gender and Sexuality in Iran

Assignment: Quiz 2 (due Monday October 16 by midnight)

No Class Friday October 13 for Autumn Break

Module 9: Minority Art and Literature in the Modern Middle East

Goal for the Week: Students will recognize and compare a range of lived experiences of race, gender, and ethnicity as they are expressed in art and literature in the Middle East.

Wednesday October 18:

Reading:

Hudson, Leila. "Chapter 12: The Word" in *Middle Eastern Humanities.* Kendall Hunt Publishing 2010: pp. 233-258.

In-class Activities:

- Recitation of poetry from the Middle East

Friday October 20:

Reading:

Ali, Wijdan. "Modern Painting in the Mashriq" in *Colors of Enchantment* ed by Sherifa Zuhur. The American University in Cairo Press 2001: pp. 363-385.

In-class Activities:

- Guest Artist will teach Ebru (Turkish marbling) and its representation as a form that celebrates Turkish diversity

Assignment: Final Project Annotated Bibliography Due (due Monday October 23 by midnight)

Module 10: Minority Music and Performance in the Modern Middle East

Goal for the Week: Students will recognize and compare a range of lived experiences of race, gender, and ethnicity as they are expressed in music, dance, and theatre in the Middle East.

Wednesday October 25:

Reading:

Hudson, Leila. "Chapter 13: Music and Dance" in *Middle Eastern Humanities.* Kendall Hunt Publishing 2010: pp. 259-282.

In-class Activities:

- 2 Case Studies: Belly Dance and Hip Hop in the Middle East

Friday October 27:

Reading:

Adra, Najwa. "Dance: A Visual Marker of *Qabili* Identity in Highland Yemen" in *Colors of Enchantment* ed by Sherifa Zuhur. The American University in Cairo Press 2001: pp. 175-210.

In-class Activities:

- Folk dance lesson

Assignment: Discussion 3 (due Monday October 30 by midnight)

Module 11: Film, TV, Media, and Popular Culture in the Modern Middle East

Goal for the Week: Students will explain how categories including race, gender, and ethnicity continue to function within complex systems of power in the Middle East to impact individual lived experiences and broader societal issues, such as censorship and social movements.

Wednesday November 1:

Reading:

> Kiefer, Alivia. "Youth Subcultures in the Middle East."
> https://mesc.osu.edu/news/youth-subcultures-middle-east?utm_campaign=Middle%20East%20Studies%20Center%20Update&utm_medium=email&utm_source=Revue%20newsletter

In-class Activities:

- Compare youth subcultures in the Middle East and the United States

Friday November 3:

No Readings

In-class Activities:

- Watch and compare the use of social media in Egypt and the United States:
    - The Arab Spring: A Social Media Revolution?
      https://youtu.be/XgiWT9wO-ic
    - *Time* documentary on Black Lives Matter movement:
      https://time.com/5875479/viral-videos-racism-impact-protests/

Assignment: Reflection 4 (due Monday November 6 at midnight)

Module 12: Migrants to and from the Modern Middle East

Goal for the Week: Students will analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences as an immigrant.

Wednesday November 8:

Readings:

1. Pallister-Wilkins, Polly. "Interrogating the Mediterranean 'Migration Crisis." *Mediterranean Politics* Volume 21, Issue 2: 2016.
2. Özyürek, Esra. "Rethinking empathy: Emotions triggered by the Holocaust among the Muslim-minority in Germany." *Sage Journals* Volume 18, Issue 4: 2018.

In-class Activities:

- Guest Lecture: Dr. Johanna Sellman will present immigrant literature from the Middle East and discuss migration in the Mediterranean today.
- Case Study: Egyptian Migrant Literature

Assignment: Reflection 5 (due Monday November 13 by midnight)

No Class on Friday November 10 for Veteran's Day

Module 13: Muslims and Arabs in the United States and Europe

Goal for the Week: Students will evaluate the social and ethical implications of studying race, gender, and ethnicity; demonstrate critical self-reflection and critique of their social positions and identities; and recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

Wednesday November 15:

Reading:

Ewing, Katherine Pratt. "Introduction" in *Being and Belonging: Muslims in the United States since 9/11.* Russell Sage Foundation 2008: pp. 1-12.

In-class Activities:

- Reflections on 9/11 and its global impacts

Friday November 17:

No Readings

In-class Activities:

- Guest Lecture: Dr. Morgan Liu will discuss what it means to live as modern Muslims in Western societies.

Assignment: Quiz 3 (due Monday November 27 by midnight)

No Class November 22-24 for Thanksgiving Break

Module 14: The U.S. and Europe in the Middle East

Goal for the Week: Students will describe why and how social categories like race, religion, gender, and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe; Students will evaluate how perceptions of difference have shaped geopolitical relationships.

Wednesday November 29:

Reading:

Jones, Toby Craig. "America, Oil, and War in the Middle East" in *The Journal of American History* Vol. 99, No. 1, Oil in American History (June 2012), pp. 208-218.

In-class Activities:

- Lecture presentation on U.S. and EU oil interests in the Middle East

Friday December 1:

Reading:

> Gleick, Peter H. "Water, War & Peace in the Middle East" in *Environment: Science and Policy for Sustainable Development*, 1994 36:3, pp. 6-42.

In-class Activities:

- Oil and water: contentious politics around essential resources in the Middle East

Assignment: Schedule a meeting with the instructor to discuss Final Project

Module 15: The Future of Peace and Conflict in the Modern Middle East

Goal for the Week: Students will describe why and how social categories like race, religion, gender, and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe; Students will evaluate how perceptions of difference have shaped geopolitical relationships.

Wednesday December 6:

Readings:

> TBA

In-class Activities:

- Guest Lecture: Dr. Eric Schoon will discuss the role of non-state actors in the Middle East today.
- Small group brainstorm: how to create lasting peace?

Assignment: Final Project Due (due Monday December 11 by midnight)

Final Exam Period: STUDENT PRESENTATIONS

During our scheduled Final Exam period (105 minutes), each student or group will present their prepared Lightning Talk (3 minutes each), which will be Peer Reviewed and scored by your classmates using an anonymous Carmen survey. The points rewarded to your project by your peers will be added up and the average will be awarded to you or your whole group. (Students who are not comfortable with public speaking may pre-record their Lightning Talk or work out an alternative with the instructor.)

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IS/NELC 2200

Introduction to the Modern Middle East

Autumn 2023

Instructor: Dr. Danielle V. Schoon*   **Class Time**: WF 9:35-10:55am

Office Hours: W 11am-noon and by appt   **Section:** TBA

Email: schoon.2@osu.edu   **Credits:** 3

*I prefer to be called Dr. Schoon (pronounced "scone"). My pronouns are: she/her/hers. Please let me know how you would like to be addressed.

Course Description: This course presents students with a multidisciplinary analysis of diversity and change in the modern Middle East. For the purposes of this course, the Middle East will generally be defined as including the Arab countries of Southwest Asia, as well as Egypt, Israel, Turkey, Iran and Afghanistan. However, this course problematizes the concept of the "Middle East" and asks where, when, how, and why this geographic area was defined and in relation to what power dynamics. Similarly, we will question concepts such as 'modern' and 'minority' to understand how certain people at certain times have been constituted as 'modern' (or not) or as minorities, on the basis of language, gender, religion, or other social categories and identities. Importantly, we will recognize how these various axes of difference intersect (the concept of

intersectionality). We will explore how particular groups are defined politically, and the art and literature that diverse groups create in order to express and engage identity, belonging, and social justice issues.

The course will explore religious diversity (Jewish, Christian, and Islamic religious cultures) will be explored, as well as various ethnic and minority groups, among them the Semitic, Indo-Iranian, and Uralic-Altaic peoples. The shared and divergent values across these varied groups will be considered in light of conflict and peace. The ultimate goal of the course is to provide students with an enlarged perspective of the political, economic, social, and theological issues in the Middle East and its diaspora, with close attention to diverse social categories such as race, religion, gender, and ethnicity.

The course will involve not only reading (books, articles, and web resources), but also audio-visual materials, class discussions, and activities. Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

This course is worth 3 credits and is intended to satisfy the GE requirements for Foundations: Race, Ethnicity and Gender Diversity (REGD) and Foundations: Social and Behavioral Sciences. The legacy GE's fulfilled by this course are Diversity: Global Studies and Social Science: Organizations and Polities.

Course Goals:

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

- Recognize and describe the many cultures and social categories present in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.

- Recognize and challenge our assumptions about social categories like race, religion, gender, and ethnicity in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe; and evaluate the social and ethical implications of studying such categories.

- Evaluate how social categories like race, religion, gender, and ethnicity interact with each other in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.

- Describe why and how social categories like race, religion, gender, and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe.

- Explain how our own identities and social positions are a product of our positioning within the social categories of race, religion, gender, and ethnicity, and how perceptions of difference shape our beliefs, attitudes, and behaviors.

REGD GE Goals and Expected Learning Outcomes:

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. 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. 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.

The course satisfies these outcomes by engaging students in a study of how social categories such as race, religion, gender, and ethnicity interact with everyday life in the Middle East and the United States. By engaging in class activities and readings, students understand how social structures of discrimination apply to different people in different ways. Students will also realize how our own perceptions of self and others relies on the social categories that we belong to or are forced to belong to. Throughout the course of this semester, students come to understand and evaluate their own positions within various social categories and hierarchies.

Social and Behavioral Science Goals and Expected Learning Outcomes:

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. Successful students are able to:

1.1 Explain basic facts, principles, theories and methods of social and behavioral science.

1.2 Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.

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Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts. Successful students are able to:

2.1 Analyze how political, economic, individual or social factors and values impact social structures, policies and/or decisions.

2.2 Evaluate social and ethical implications of social scientific and behavioral research.

2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

This course satisfies these outcomes by engaging students in a study of institutions, organizations, cultures, societies, and individuals of the Middle East and Middle Eastern diaspora through the theories and methods of social science. Students will analyze how political, economic, and social factors and values impact religion, identity, artistic expression, social movements, and international relations. Students will be able to evaluate the social and ethical implications of these factors using information from the social sciences.

Legacy GE Goals and Expected Learning Outcomes:

Social Science: Organizations and Polities

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.

2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Diversity: Global Studies

Goals

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

Expected Learning Outcomes

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

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

The course satisfies these outcomes by engaging students in a study of Middle Eastern societies, cultures, and institutions and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources in the Middle East and Middle Eastern diaspora. This course also focuses on the pluralistic nature of institutions, society, and culture in the United States and the Middle East from a comparative perspective and prepares students to become educated, productive, and principled citizens.

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Required Course Materials:

All readings and links will be made available on Carmen or through the OSU Library (library.osu.edu).

Course Technology:

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

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice

- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses:

- Basic computer and web-browsing skills

- Navigating Carmen

Technology skills necessary for this specific course:

- Recording, editing, and uploading video

Necessary equipment:

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

- Webcam: built-in or external webcam, fully installed

- Microphone: built-in laptop or tablet mic or external microphone

Necessary software:

- Students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program and can install Office on 5 PCs or Macs, 5 tablets (Windows, iPad® and Android™), and 5 phones.

- o Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- o Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Course Evaluation by Students

Student evaluation of courses and instructors constitutes 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). Feedback at any time in any form is always welcome.

Graded Assignments*:

Attendance and Participation	10
3 Online Discussions (5 points each)	15
5 Reflections (5 points each)	25
3 Quizzes (5 points each)	15
Project Proposal	5
Annotated Bibliography	10
Class Presentation	5
Final Research Project	15
TOTAL POINTS POSSIBLE	100

Please follow the class schedule for all assignment deadlines.

Explanation of assignments:

Attendance and Participation (10 points total)

We will meet 27 times for class this semester. If you are present for the entire class and participating in class activities and discussions, you will earn half a point (.5) per class. Attending and fully participating 20 times this semester will earn you up to 10 points. This means that you can miss 7 classes without a point penalty (I do not distinguish between "excused" and "unexcused" absences). Alternatively, if you are present and participating in all 27 classes, you will earn 2 points in extra credit. If you arrive to class more than 10 minutes late or leave class more than 10 minutes early, you will be marked tardy for the day. Three tardies equals one absence.

3 Online Discussion Posts (15 points total)

Students will respond to three discussion question prompts in Carmen that entail thinking about and reflecting upon the implications of intersectionality and race, ethnicity, and gender diversity. Prompts will be posted five days before they are due and will be discussed in class. All student responses will be open to the rest of the class to see and comment on. Responses should not be more than 300 words and must include reference to at least one assigned class reading. Original posts are worth 3 points each; you earn another 2 points for a substantial response you make on another students' post (at least 150 words). See Discussion Guidelines below.

5 Reflections (25 points total)

Five times this semester, you will write a reflection assignment that is 2.5-3 pages long (double-spaced, 12-point font, 1" margins). The instructor will provide a prompt that asks you to consider some aspect of the course materials assigned for that week in light of what we are learning about intersectionality and diversity. Sometimes you will be prompted to consider outside sources, like news articles. Be sure to cite your sources. The grading rubric for these assignments is: Formatting and Proofreading: 1 point; Interpretation and analysis according to the prompt: 3 points; Sources cited: 1 point.

3 Quizzes (15 points total)

Once a month this semester, at even intervals, students will take a quiz in Carmen that evaluates their knowledge and understanding of the material from that month and reinforces our learning about race, ethnicity, and gender diversity (they are not cumulative). Quizzes consist of true/false, fill in the blank, multiple choice, and short answer questions and are worth 5 points each. Quizzes will open in Carmen on Thursdays at midnight and must be submitted by the following Monday at midnight. Quizzes are timed and must be completed within the week they are assigned. Once you start a quiz, you will have 45 minutes to complete it and only one attempt allowed. See the Course Schedule for due dates.

Final Project Proposal (5 points)

Each student will choose a topic related to intersectional aspects of diversity in the Middle East today. Students will research and present to the class in the form of a 7-page paper, a poster, or a 5-minute podcast or video. These projects may be done in small groups (up to 4 people) or alone. The proposal will list the names of the group members, summarize the topic, why it is important and interesting, and what you hope to learn, in 1.5 pages. All podcast, poster, and video projects must include a 3-page written description and analysis. Each student project will make connections between a contemporary issue related to diversity in the Middle East or Middle Eastern diaspora and the theoretical concerns we are learning in the class. For example, a paper might explore LGBTQ communities in Turkey today with a focus on how these communities negotiate religious and ethnic diversity.

Annotated Bibliography (10 points)

Halfway through the session, you will submit a list of at least 5 credible and relevant sources you plan to reference in your final project. These sources cannot include Wiki pages or blogs. They should be both credible (written by authors respected in their fields) and scholarly (well-researched and substantial, not just opinion). They can

include books, academic articles, news articles, magazine articles, reputable websites, databases, and journals. You may also choose to include primary materials like a piece of art or a film, as long as it is accompanied by some kind of published analysis. Your bibliography can be formatted in any style you are familiar with, as long as it is consistent. <u>Each source should include a few sentences about why and how you plan to use this source in your final project</u> (that's the annotation part).

Final Research Project (15 points)

The final research project may take the form of a 7-page paper, a poster, or a 5-minute podcast or video, **plus** a final and complete bibliography (without the annotations). If you choose to do a poster, podcast, or video, you will also submit a 3-page description. (More detailed information about this assignment will be distributed in class.)

Class Presentation (5 points)

At the end of the semester, each student or group will share your final project with the class in the form of a Lightning Talk, which is a short presentation of 3 minutes. Lightning talks require you to make your central point clearly and avoid any non-critical information. This also causes the audience to be more attentive and allows them to gain a broad array of knowledge from all the presentations. Each presentation will be peer reviewed and scored by your classmates using an anonymous Carmen survey. The points rewarded to your project by your peers will be added up and the average will be awarded to you or your whole group. Students who are not comfortable with public speaking may pre-record their Lightning Talk or work out an alternative with the instructor. (More detailed information about this assignment will be distributed in class.)

Extra Credit

If you attend an event outside of class that is relevant to the topics of this course, you may submit a brief summary of that event for up to 2 extra credit points. (Up to two events per student.) Your brief summary should identify when and where you attended,

what it was about, what you learned, and how the event relates to our course. Students may earn up to 4 points total of Extra Credit in this class. Additionally, if 95% of the class completes the SEI on time, I will give everyone 1 extra credit point.

Grading Scale:

A 93-100   A- 90-92.9

B+ 87-89.9   B 83-86.9   B- 80-82.9

C+ 77-79.9   C 73-76.9   C- 70-72.9

D+ 67-69.9   D 60-66.9   E <60

Late Assignments Policy:

I will accept late assignments for half credit up to a week after the deadline. After a week, the assignment will no longer be accepted. The discussion posts and replies are an exception – they may NOT be submitted late and will not be accepted for points, as they rely on real-time interactions. No assignments will be accepted after the last day of classes. Assignments may not be submitted via email and will not be accepted or graded via email. Submit all assignments to Carmen.

Faculty Feedback and Response Time:

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

Grading and feedback

For weekly assignments, you can generally expect your grade and feedback within **10 business days**.

E-mail

I do not always reply to emails on weekends or holidays. I try to respond within 24 business hours. **Please identify this class in your subject line.**

My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Participation requirements:

It is generally advised that students spend at least 2-3 hours per credit per week on coursework. This means that a 3-credit course generates 6-9 hours of coursework each week. In this class, you can plan on about 2-3 hours/week of reading and audio-visual materials; 2.5 hours of class time; and 2-3 hours/week to complete written work. The following is a summary of your expected weekly participation:

- **Logging in**: AT LEAST ONCE PER DAY

  Be sure you are logging in to the course in Carmen every day, including days with minimal online course activity. If you have a situation that might cause you to miss an entire week of classes, discuss it with me as soon as possible.

- **Class: 2x WEEKLY**

  Attend class regularly and on time for Attendance and Participation points (see Assignments above). Participation in class means contributing to discussions (with your voice or the chat function) and actively engaging in activities (this class will include full class discussions and activities and also small group discussions and activities in breakout rooms).

- **Office hours**: OPTIONAL OR FLEXIBLE

  My office hours are optional. Please contact me at the beginning of the week if you need to meet at a time outside my scheduled office hours.

- **Participating in discussion forums**: 5+ TIMES

  You can expect to post at least five times as part of our class discussion board.

Discussion and communication guidelines

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.

- **Formatting**: All written assignments for this class, with the exception of the discussions, should be double-spaced, 12 pt font, with 1" margins.

- **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**: In your final project assignments, please cite your sources properly. (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 discussion posts in a word processor, where you can save it, and then copying into the forum.

Class and University 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/.

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)

INCOMPLETES

Course incompletes will not be granted in this class except in emergency situations. It is the student's responsibility to be aware of the last day to drop the course.

WITHDRAW or PASS/NO PASS

Be sure to note the last date to drop a course without receiving a "W" on record and also the last date to register for audit or pass/non-pass options for a course.

COVID-19

If you have been diagnosed with COVID-19, please inform the instructor as soon as possible to work out an alternative assignment schedule.

FINAL GRADES

I do not round up final grades more than half a percent (.5%). If you are struggling, please contact me right away to work together to make this class a positive experience.

Student Services and Advising

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

Advising resources for students are available here: https://advising.osu.edu

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.

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.

THE OHIO STATE UNIVERSITY

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. 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 learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

THE OHIO STATE UNIVERSITY

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

THE OHIO STATE UNIVERSITY

CLASS SCHEDULE

August 22 – December 6, 2023

This schedule is subject to change with notice from the instructor.

PLEASE FOLLOW THE MODULES IN ORDER ON OUR CARMEN SITE TO ACCESS ALL READINGS AND ASSIGNMENTS AND THE MOST UP-TO-DATE CALENDAR

Students are expected to complete the day's readings <u>before</u> we meet for class. Assignments are generally due Mondays by midnight.

Module 1: Introduction to Diversity in the Middle East

Goal for the Week: Students will be introduced to the diverse peoples and cultures of the Middle East and concepts such as intersectionality and the meaning of 'race' in the Middle East.

Wednesday August 23:

Readings:

1. Syllabus
2. "How to Read an Academic Book or Article" handout

In-class Activities:

- Introductions
- Review CarmenCanvas course page

Friday August 25:

Reading:

> Bonine et al (eds). "Introduction" in *Is there a Middle East?: The Evolution of a Geopolitical Concept.* Standard University Press 2011: pp. 1-10.

In-class Activities:

- Lecture presentation on the geographic location of the Middle East and its peoples and cultures
- Mapping exercise

Assignment: Reflection 1 (due Monday August 28 by midnight)

Module 2: What is 'Modern'?

Goal for the Week: Students will learn about the historical legacies of empire and colonialism in the Middle East, and how those legacies continue to inform the social and political dynamics of the region today, particularly regarding the construction of categories like race.

Wednesday August 30:

Readings/Viewings:

1. Payind, Alam and Melinda McClimans. "Modernization versus Westernization" in *Keys to Understanding the Middle East.* Pressbooks.
2. "Part 3: The Ottomans" of *Islam: Empire of Faith* https://youtu.be/m1KvJ3uy9I4

In-class Activities:

- Lecture presentation on the history of the rise and fall of the Ottoman Empire
- Podcast: "Neither Muslim nor Christian" http://www.ottomanhistorypodcast.com/2013/04/religion-conversion-crypto-christians-trabzon.html

Friday September 1:

Reading:

Said, Edward. "Introduction" in *Orientalism.* Knopf Doubleday Publishing 2014: pp. 1-28.

In-class Activities:

- Introduce the concept of Orientalism and the global East/West divide

Assignment: Reflection 2 (due Tuesday September 5 by midnight due to Labor Day)

Module 3: National Identity and Statelessness in the Modern Middle East

Goal for the Week: Students will learn about the history of nationalism in the Middle East with a particular focus on resulting conflicts over territory and ethnic identity.

Wednesday September 6:

Reading:

Sorenson, David. "Chapter 1: The Modern History of the Middle East" in *An Introduction to the Modern Middle East.* Taylor & Francis 2018: pp.

In-class Activities:

- Lecture presentation on nationalism
- View *Aljazeera* "The Great Population Exchange between Turkey and Greece" https://youtu.be/6d9CihGqNMc

Friday September 8:

Reading:

Payind, Alam and Melinda McClimans. "Nation States and Stateless Nations" in *Keys to Understanding the Middle East.* Pressbooks.

In-class Activities:

- 3 Case Studies: Turkey and Greece; Israel and Palestine; India and Pakistan

Assignment: Discussion 1 (first post due Friday September 8 by midnight; reply due by Monday September 11 at midnight)

Module 4: Language, Race, and Ethnicity in the Modern Middle East

Goal for the Week: Students will engage in an assessment of how historically and socially constructed categories of race and ethnicity shape broader societal, political, economic, and cultural systems particularly related to language.

Wednesday September 13:

Reading:

Payind, Alam and Melinda McClimans. "Chapter One: Languages" in *Keys to Understanding the Middle East.* Pressbooks.

In-class Activities:

- Introduce students to the language and ethnic diversity of the Middle East
- Case Study: The Kurds

Friday September 15:

Reading:

White, Benjamin. "Introduction" and "Chapter 1: Minorities, Majorities, and the Nation-State" in *The Emergence of Minorities in the Middle East.* Edinburgh University Press 2012: pp. 1-42.

In-class Activities:

- Compare and contrast constructions of race and ethnicity in the Middle East and the United States

Assignment: Quiz 1 (due Monday September 18 by midnight)

Module 5: Islam in the Modern Middle East

Goal for the Week: Students will be introduced to the central beliefs, institutions, and practices of Islam, and how Islam conceives of social categories like race, ethnicity, and gender.

Wednesday September 20:

Reading:

> Brown, Daniel. "Chapter 1" in *A New Introduction to Islam.* Wiley Blackwell 2017:
> pp.

In-class Activities:

- Situate Islam in history and other Abrahamic traditions (Judaism and Christianity)

Friday September 22:

No Readings

In-class Activities:

- Guest Lecture: Dr. Sean Anthony to discuss how Islam conceives of social categories like race, ethnicity, and gender.

Assignment: Reflection 3 (due Monday September 25 by midnight)

Module 6: Religious Diversity in the Modern Middle East

Goal for the Week: Students will recognize and compare a range of lived experiences of religion and religious identity, and how these intersect with other social categories such as race and ethnicity.

Wednesday September 27:

Reading:

> Payind, Alam and Melinda McClimans. "Chapter Two: Faith and Religious Identity" in *Keys to Understanding the Middle East.* Pressbooks.

In-class Activities:

- Lecture presentation on religious diversity in the Middle East
- Case Study: Christians in Syria

Friday September 29:

No Readings

In-class Activities:

- Compare and contrast personal experiences with religion and spirituality

Assignment: Final Project Proposal Due (due Monday October 2 by midnight)

Module 7: Women in the Modern Middle East

Goal for the Week: Students will discuss and dispel stereotypes about the role of women in Middle Eastern and Islamic societies.

Wednesday October 4:

Reading:

> Kandiyoti, Deniz. "Introduction" in *Women, Islam, and the State.* Temple University Press 1991: pp. 1-21.

In-class Activities:

- Case Study: Women in Turkey

Friday October 6:

No Readings

In-class Activity:

- Guest Lecture: Melinda McClimans will discuss the role of women in particular Middle Eastern societies today and the history of women's movements in the region.

Assignment: Discussion 2 (due Monday October 9 by midnight)

Module 8: Gender and Sexuality in the Modern Middle East

Goal for the Week: Students will describe and evaluate the social positions and representations of gender and sexuality in the Middle East today.

Wednesday October 11:

Reading & Listening:

1. Najmabadi, Afsaneh. "Introduction" in *Women with Mustaches and Men Without Beards.* University of California Press 2005: pp. 1-10.
2. Kontovas, Nicholas. "Lubunca and the History of Istanbul Slang." https://www.ottomanhistorypodcast.com/2013/12/istanbul-slang.html

In-class Activities:

- Guest Lecture: Mehrak Kamali will discuss gender and Sexuality in Iran

Assignment: Quiz 2 (due Monday October 16 by midnight)

No Class Friday October 13 for Autumn Break

Module 9: Minority Art and Literature in the Modern Middle East

Goal for the Week: Students will recognize and compare a range of lived experiences of race, gender, and ethnicity as they are expressed in art and literature in the Middle East.

Wednesday October 18:

Reading:

Hudson, Leila. "Chapter 12: The Word" in *Middle Eastern Humanities.* Kendall Hunt Publishing 2010: pp. 233-258.

In-class Activities:

- Recitation of poetry from the Middle East

Friday October 20:

Reading:

Ali, Wijdan. "Modern Painting in the Mashriq" in *Colors of Enchantment* ed by
Sherifa Zuhur. The American University in Cairo Press 2001: pp. 363-385.

In-class Activities:

- Guest Artist will teach Ebru (Turkish marbling) and its representation as a form
  that celebrates Turkish diversity

Assignment: Final Project Annotated Bibliography Due (due Monday October 23 by
midnight)

Module 10: Minority Music and Performance in the Modern Middle East

Goal for the Week: Students will recognize and compare a range of lived experiences
of race, gender, and ethnicity as they are expressed in music, dance, and theatre in the
Middle East.

Wednesday October 25:

Reading:

Hudson, Leila. "Chapter 13: Music and Dance" in *Middle Eastern Humanities.*
Kendall Hunt Publishing 2010: pp. 259-282.

In-class Activities:

- 2 Case Studies: Belly Dance and Hip Hop in the Middle East

Friday October 27:

Reading:

Adra, Najwa. "Dance: A Visual Marker of *Qabili* Identity in Highland Yemen" in
Colors of Enchantment ed by Sherifa Zuhur. The American University in Cairo
Press 2001: pp. 175-210.

In-class Activities:

- Folk dance lesson

Assignment: Discussion 3 (due Monday October 30 by midnight)

Module 11: Film, TV, Media, and Popular Culture in the Modern Middle East

Goal for the Week: Students will explain how categories including race, gender, and ethnicity continue to function within complex systems of power in the Middle East to impact individual lived experiences and broader societal issues, such as censorship and social movements.

Wednesday November 1:

Reading:

> Kiefer, Alivia. "Youth Subcultures in the Middle East."
> https://mesc.osu.edu/news/youth-subcultures-middle-east?utm_campaign=Middle%20East%20Studies%20Center%20Update&utm_medium=email&utm_source=Revue%20newsletter

In-class Activities:

- Compare youth subcultures in the Middle East and the United States

Friday November 3:

No Readings

In-class Activities:

- Watch and compare the use of social media in Egypt and the United States:
    - The Arab Spring: A Social Media Revolution?
      https://youtu.be/XgiWT9wO-ic
    - *Time* documentary on Black Lives Matter movement:
      https://time.com/5875479/viral-videos-racism-impact-protests/

Assignment: Reflection 4 (due Monday November 6 at midnight)

Module 12: Migrants to and from the Modern Middle East

Goal for the Week: Students will analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences as an immigrant.

Wednesday November 8:

Readings:

1. Pallister-Wilkins, Polly. "Interrogating the Mediterranean 'Migration Crisis." *Mediterranean Politics* Volume 21, Issue 2: 2016.
2. Özyürek, Esra. "Rethinking empathy: Emotions triggered by the Holocaust among the Muslim-minority in Germany." *Sage Journals* Volume 18, Issue 4: 2018.

In-class Activities:

- Guest Lecture: Dr. Johanna Sellman will present immigrant literature from the Middle East and discuss migration in the Mediterranean today.
- Case Study: Egyptian Migrant Literature

Assignment: Reflection 5 (due Monday November 13 by midnight)

No Class on Friday November 10 for Veteran's Day

Module 13: Muslims and Arabs in the United States and Europe

Goal for the Week: Students will evaluate the social and ethical implications of studying race, gender, and ethnicity; demonstrate critical self-reflection and critique of their social positions and identities; and recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

Wednesday November 15:

Reading:

Ewing, Katherine Pratt. "Introduction" in *Being and Belonging: Muslims in the United States since 9/11.* Russell Sage Foundation 2008: pp. 1-12.

In-class Activities:

- Reflections on 9/11 and its global impacts

Friday November 17:

No Readings

In-class Activities:

- Guest Lecture: Dr. Morgan Liu will discuss what it means to live as modern Muslims in Western societies.

Assignment: Quiz 3 (due Monday November 27 by midnight)

No Class November 22-24 for Thanksgiving Break

Module 14: The U.S. and Europe in the Middle East

Goal for the Week: Students will describe why and how social categories like race, religion, gender, and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe; Students will evaluate how perceptions of difference have shaped geopolitical relationships.

Wednesday November 29:

Reading:

Jones, Toby Craig. "America, Oil, and War in the Middle East" in *The Journal of American History* Vol. 99, No. 1, Oil in American History (June 2012), pp. 208-218.

In-class Activities:

- Lecture presentation on U.S. and EU oil interests in the Middle East

Friday December 1:

Reading:

> Gleick, Peter H. "Water, War & Peace in the Middle East" in *Environment: Science and Policy for Sustainable Development*, 1994 36:3, pp. 6-42.

In-class Activities:

- Oil and water: contentious politics around essential resources in the Middle East

Assignment: Schedule a meeting with the instructor to discuss Final Project

Module 15: The Future of Peace and Conflict in the Modern Middle East

Goal for the Week: Students will describe why and how social categories like race, religion, gender, and ethnicity stay relevant and exert control in the Middle East and the Middle Eastern/Islamic diaspora in the United States and Europe; Students will evaluate how perceptions of difference have shaped geopolitical relationships.

Wednesday December 6:

Readings:

TBA

In-class Activities:

- Guest Lecture: Dr. Eric Schoon will discuss the role of non-state actors in the Middle East today.
- Small group brainstorm: how to create lasting peace?

Assignment: Final Project Due (due Monday December 11 by midnight)

Final Exam Period: STUDENT PRESENTATIONS

During our scheduled Final Exam period (105 minutes), each student or group will present their prepared Lightning Talk (3 minutes each), which will be Peer Reviewed and scored by your classmates using an anonymous Carmen survey. The points rewarded to your project by your peers will be added up and the average will be awarded to you or your whole group. (Students who are not comfortable with public speaking may pre-record their Lightning Talk or work out an alternative with the instructor.)

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)*

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)*

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)*

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.

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)*

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.

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)*

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.

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)*

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)*

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)*

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.

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)*

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)*

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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Danielle and NESA Colleagues,

I have completed and signed off on the preliminary distance learning review for the **IS/NELC 2200 Introduction to the Modern Middle East** approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations.

I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- Though this course is being proposed for the New GE category of Race, Ethnicity, and Gender Diversity, I believe that it will still count for the two Legacy GE categories for which it has been long approved (Diversity: Global Studies and Social Science: Organizations and Polities). I recommend adding these Goals and ELOs to your syllabus (found here: https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos) as you will likely have students in your classes for the next few years still pursuing Legacy GE requirements.

- Under the attendance subheading of Explanation of Assignments, I was confused by the reference to 12 synchronous zoom sessions for the semester because the syllabus seems to otherwise indicate meeting W/F each week. I recommend editing for clarity.

- Under the "How This Online Course Works" section, participating in discussion forums 5+ times is referenced. But, in the Explanation of Assignments, only 3 posts and 3 responses are mentioned. I recommend editing for consistency.

- Student Expectations for the 5 Reflection writings are a bit vague. I recommend providing a more detailed description of student expectations for this assignment or perhaps a simple rubric to guide students.

- The description of the administration of quizzes is a bit unclear. It seems these will not take place during synchronous class sessions? If not, I recommend being more specific in description about quiz time limit and when the quiz window opens and closes each time. For example, "On the three weeks in which we will have a scheduled quiz, the quiz will open on Tuesday at 8 am and must be completed by the following Monday at 11:59pm the week they are assigned. See the course schedule for due dates of the 3 quizzes"

- Two required syllabus elements were recently updated and approved by the College Faculty Curriculum committee, the **Statement on Disability Services** & the **Mental Health/CCS statement**. You can find both of these here: https://asccas.osu.edu/curriculum/syllabus-elements

MIDDLE EAST STUDIES MAP

Middle East Studies Specialization MAP	Learning Goals		
	A	**B**	**C**
Key: 1=Beg 2=Int. 3=Adv.			
1. REQUIRED FOUNDATIONS: 6 hours			
International Studies 3850	2	2	2
International Studies 4852	3	3	3
2. Methods & Analysis: 3 hours (choose one)			
Geography 4103	3		3
International Studies 3400	2		2
Political Science 3780	2		2
Sociology 5650	3		3
3. Student must choose a PRIMARY SPECIALIZATION (15 hours) & a SECONDARY SPECIALIZATION (9 hours).			
• If Middle East Studies is your **PRIMARY SPECIALIZATION,** choose five courses. Then choose three courses from a SECONDARY SPECIALIZATION. • If Middle East Studies is your **SECONDARY SPECIALIZATION,** choose three courses.			
ANTHROP 2241	1	1	1
ANTHROP 3451		2	2
ARABIC 3702	2	2	2
ARABIC 3705		2	2
COMM 3554	2	2	2
HEBREW 3245		2	2
HEBREW 3703		2	2
HEBREW / JEWISH STUDIES 3704		2	2
HEBREW 3705	2	2	2
HISTART 3211		2	2
HISTORY 3351	2	2	2
HISTORY 3365	2	2	2
HISTORY 3450		2	2
HISTORY 3505	2	2	2
INTSTDS/NELC 2200	1	1	1
INTSTDS 3703	2		2
INTSTDS 4537	3	3	3
INTSTDS 4701	3		3
INTSTDS / NELC / SLAVIC 5020	3	3	3
INTSTDS 5645	3	3	3
ISLAM 3201	2	2	2
ISLAM 3205		2	2
ISLAM 3355	2	2	2
ISLAM 3501	2	2	2
ISLAM 3702	2	2	2
ISLAM 4597	3	3	3
ISLAM 4626		3	3
ISLAM 5701		2	2
NELC 3230		2	2
NELC 3702		2	2
NELC 3704	2	2	2
NELC 4601		3	3
NELC 5204	3	3	3
PERSIAN 3350		3	3
POLITSC 4327	2	2	2
SOCIOL 3302	2	2	2
TURKISH 3350		2	2
TURKISH 3797	2	2	2

PROGRAM LEARNING GOALS:

A. Students show an ability to analyze and draw conclusions about international events and developments employing multiple analytical perspectives.
B. Students show an understanding of the diversity of cultures, ideas, and practices across the world.
C. Students are prepared for diverse types of employment and/or graduate-level education programs.