Term Information

Effective Term   Autumn 2023

General Information

Course Bulletin Listing/Subject Area	Near Eastrn Lang and Cultures
Fiscal Unit/Academic Org	Near East S Asian Lang/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3102
Course Title	Lost Languages Lost Cultures
Transcript Abbreviation	Lost Languages
Course Description	This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages, cultures, and history unlocked. We will look in detail at what methods epigraphists and linguists used to accomplish this and what gaps remain in our understanding.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for Ling 3102
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed in Ling

Subject/CIP Code

Subject/CIP Code	16.1199
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

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

Course Details

Course goals or learning objectives/outcomes	• Students will engage in critical and logical thinking about the history and typology of writing systems.
	• Students identify, compare, and synthesize pre-modern (and non-European) interests in ancient scripts and the cultures and traditions lost.
	• Students will engage in advanced, in-depth, scholarly exploration of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' in the age of colonialism and their political and historical contexts.
	• Students will learn to critically assess decipherment claims and understand their historical/social/racial underpinnings.
	• Students will identify, compare, and synthesize the relationship between writing systems around the world and the shared history of nearly all alphabetic traditions.
	• Students will systematically assess the relationship between cultural contact and the proliferation of writing, with special attention to institutions and individuals.
	• Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.
Content Topic List	• Discovery in the Age of Colonialism
	• Egyptian Hieroglyphs & The Cuneiform Script and Ancient Mesopotamia
	• Proto-Sinaitic and the Origins of the Alphabet
	• Ugaritic and the background of the Bible
	• The lost alphabets of ancient Arabia
	• Mayan Hieroglyphs
	• Linear A – the Aegean
	• Proto-Elamite – Iran before the Iranians
	• Easter Island Rongorongo
	• The Indus Valley Script & Phaistos Disk
	• Zapotec and Isthmian & The Thamudic Inscriptions of Arabia
Sought Concurrence	No

Attachments

- Lost Languages and Cultures. Syllabus 1.6.23.pdf: Syllabus

  (Syllabus. Owner: Carmichael,Phoebe Cullen)

- GE Form Tradition, Cultures, and Transformations.pdf: GE Theme

  (Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)

- Arabic Major Curriculum Map 2023.pdf: Curriculum Map

  (Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)

- Islamic Studies Curriculum Map 2023.pdf: Curriculum Map

  (Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)

- Hebrew and Jewish Studies Major Curriculum Map 2023.pdf: Curriculum Map

  (Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)

Comments

- Resubmitting with updated curriculum maps *(by Carmichael,Phoebe Cullen on 02/15/2023 12:19 PM)*

- If this new course will be able to count in one or several of your majors (even as an elective), please submit (an) updated curriculum map(s). *(by Vankeerbergen,Bernadette Chantal on 02/02/2023 03:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael,Phoebe Cullen	01/25/2023 04:38 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	01/25/2023 04:41 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/02/2023 03:57 PM	College Approval
Submitted	Carmichael,Phoebe Cullen	02/15/2023 12:19 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	02/15/2023 01:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/17/2023 11:16 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/17/2023 11:16 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

Course title: Lost Languages Lost Cultures
Times and days when the course will be offered: WF 9.35-10.55
Semester: Autumn 2023

Course Information
Instructor: Ahmad Al-Jallad
Email Address: al-jallad.1@osu.edu
Office Hours: T/R 4-5

Prerequisites
No prerequisites

Course Description
The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For nearly 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the script and with it a lost language – Ancient Egyptian. The next decades saw nearly the millennia of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19th and 20th centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages, cultures, and history unlocked. We will look in detail at what methods epigraphists and linguists used to accomplish this and what gaps remain in our understanding.

The second part of the course will turn to undeciphered scripts. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment, with due attention to how, in some cases, colonialism led to the loss of cultural and historical knowledge.

Course Goals
1) Students will engage in critical and logical thinking about the history and typology of writing systems.
2) Students identify, compare, and synthesize pre-modern (and non-European) interests in ancient scripts and the cultures and traditions lost.

3) Students will engage in advanced, in-depth, scholarly exploration of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' in the age of colonialism and their political and historical contexts.
4) Students will learn to critically assess decipherment claims and understand their historical/social/racial underpinnings.
5) Students will identify, compare, and synthesize the relationship between writing systems around the world and the shared history of nearly all alphabetic traditions.
6) Students will systematically assess the relationship between cultural contact and the proliferation of writing, with special attention to institutions and individuals.

Course Learning Goals

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3. Examine the interactions among dominant and sub-cultures.

3.4. Explore changes and continuities over time within a culture or society.

4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

HOW THIS COURSE FULFILLS THE EXPECTED LEARNING OUTCOMES

This course focuses on the development of the technology of writing across societies in the ancient world. Students will examine how the development of writing impacted historical societies and how the technology developed to the present day. By mapping out the proliferation of writing systems, students will gain a deeper understanding of the interconnectedness of ancient cultures and traditions. Students will engage in an advanced, scholarly exploration of how ancient writing systems were deciphered and how their historical (and colonial) contexts impacted the study of ancient societies, including matters such as ethnicity, class, and empire.

COURSE MATERIALS AND TECHNOLOGIES
Required Textbooks
Lost Languages: The enigma of the world's undeciphered scripts. Robinson, A. Thames and Hudson (2009, reprint).

Recommended Textbooks

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.

GRADING

Weekly Assignments	25%
Carmen discussions	10%
Attendance	10%
Mid-Term Exam	20%
Final Project	35%
	100%

Course Assignments

Name of the Assignment: Weekly Assignment – 25%
Description of the Assignment: Students will write a 500-word response to a discussion prompt based on the readings. Discussion prompts will encourage students to reflect on aspects of writing systems that enhance our understanding of cultures and traditions. Students will also be asked to reflect on how cultures transform as writing systems evolve or are lost. These essays are to be submitted electronically each Monday.

Name of the Assignment: Carmen discussions – 10%

Description of the Assignment: Students will post two questions weekly to the discussion board based on the readings. Select questions will be discussed in class.

Name of the Assignment: Attendance – 10%

Description of the Assignment: Students are required to attend class and regularly participate in discussions. For every absence after 2 (excused or unexcused), students will lose a point.

Name of the Assignment: Mid-Term Exam – 20%

  Description of the Assignment: Students will complete a mid-term exam on the great decipherments, covering lessons up to week 7.

Name of the Assignment: Final Project – 35%

Description of the Assignment: Students will form small groups and prepare a presentation of an undeciphered script to the class, covering the problems it has posed for decipherment, the history of scholarship, and propose ideas about what might be required to crack the code.

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)

Additional Course Policies

Attendance Policy
Students should attend classes and unexcused absences might lead to a lower grade.

Late Assignments Policy
Late assignments will be not accepted without proper documentation.

Grading Scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Feedback for Assignments and Communication

- Grading and feedback: Students will receive their graded assignments one week after submission

- Email: Students will communicate with the instruction through email, al-jallad.1@osu.edu

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 learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

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

COURSE SCHEDULE

WEEKS	DATES	TOPICS, READINGS, ASSIGNMENTS	DEADLINES
Week 1	1\10\23 1\12\23	Discovery in the age of colonialism Readings: Textbook: pp. 11-48 Discussion prompt: "What historical circumstances stimulated the interest in the writing systems of the ancient world in the early modern period?"	
Week 2	1\17\23 1\19\23	Egyptian Hieroglyphs Readings: Textbook: pp. 50-73 Discussion prompt: Ibn Ḥazm, the medieval Middle Eastern occultist, attempted to read	

		the hieroglyphs. How did his attempt differ from Champollion's?	
Week 3	1\24\23 1\26\23	The Cuneiform script and ancient Mesopotamia Readings: Textbook: pp. 50-73; Article: K. Cathcart, "The earliest contributions to the decipherment of Sumerian and Akkadian" (https://cdli.ucla.edu/files/publications/cdlj2011_001.pdf Discussion prompt: Explain the transition from pictographic writing to syllabic writing, focusing on cultural transformations	
Week 4	1\31\23 2\2\23	Proto-Sinaitic and the Origins of the Alphabet	

		Readings: Article: J. Healey, "Decipherment of the Alphabetic Scripts"	
		Discussion Prompt: How did the invention of the alphabet transform the tradition of writing and proliferation literacy?	
Week 5	2\7\23 2\9\23	Ugaritic and the background of the Bible Readings: Article: P. Day, "The decipherment of Ugaritic" (http://www.proyectos.cchs.csic.es/SEL/sites/default/files/06day_2a4aeb99.pdf) Discussion Prompt: Ugaritic has been called an alphabet in cuneiform garb. What do you think of this characterization? How does it inform our	

		understanding of cultural interactions between the Levant and Mesopotamia?	
Week 6	2\14\23 2\16\23	The lost alphabets of ancient Arabia

Readings: Article: M.C.A. Macdonald, Reflections on the Linguistic Map of Pre-Islamic Arabia

Discussion Prompt: What role did trade – and cultural contact – play in the diffusion of the alphabet? | |
| | | | |
| Week 7 | 2\21\23 2\23\23 | Mayan Hieroglyphs

Readings: Textbook: pp. 104-139

Discussion Prompt: Compare the Mayan writing system to Egyptian | Mid-Term Exam |

		Hieroglyphs – what commonalities do they share and how are they different? Explain this in the context of scribal cultures.	
Week 8	2\28\23 3\2\23	Linear A – the Aegean Readings: Textbook: pp. 182-199 Discussion Prompt: Evaluate Cyrus Gordan's identification of Linear A as a Semitic language. What implications does this have on contact between Semitic and non-Semitic writing cultures.	
Week 9	3\7\23 3\9\23	Proto-Elamite – Iran before the Iranians Readings: Textbook: pp. 200-217 Discussion Prompt: The Proto-Elamite script remains undeciphered yet	

		the contents of many of the documents are known. How is this so? How does this affect our understanding of the cultural realities of that time.	
Week 10	3\14\23 3\16\23	Easter Island Rongorongo

Readings: Textbook: pp. 218-243

Discussion Prompt: How has European colonialism impacted our ability to understand the Rongorongo material? And what do you make of the various opinions regarding its status as a writing system | |
| | | | |
| Week 11 | 3\21\23 3\23\23 | The Indus Valley Script

Readings: Textbook: pp. 264-295 | |

		Discussion Prompt: Is the Indus Valley script linguistic? If it is not a writing system, what cultural significance could it have had?	
Week 12	3\28\23 3\30\23	Phaistos Disk Readings: Textbook: pp. 296-315 Discussion Prompt: Compare the various attempts at deciphering the Phaistos Disk and its writing culture. Why have these been considered unsuccessful?	
Week 13	4\4\23 4\6\23	Zapotec and Isthmian Readings: Textbook: pp.244-265 Discussion Prompt: How do you think these scripts relate to Mayan hieroglyphs? What does this imply about cultural	

		contact and transmission in Meso-America?	
Week 14	4\11\23 4\13\23	The Thamudic Inscriptions of Arabia Readings: Article: Al-Jallad, Towards the Decipherment of Thamudic B Discussion Prompt: The Thamudic inscriptions are characterized as graffiti – what does this imply about the proliferation of literacy and how it intersects with other cultural practices in pre-Islamic Arabia?	
Week 15	4\18\23 4\20\23	Final Presentations	
Finals			

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *Lecture* *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.* *Reading* *The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.* *Discussions* *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide* *information from sources they've found outside the lecture materials. In this way, they are able to* *explore areas of particular interest to them and practice the skills they will need to gather information* *about current events, analyze this information, and communicate it with others.* *Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

Arabic Major Curriculum Map (Revised 11-2020)

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

Arabic 5627 Classical Arabic Poetry	Adv.	Adv.	Adv.	Adv.
Arabic 5628 Classical Arabic Prose	Adv.	Adv.	Adv.	Adv.
Arabic 5651 Contemporary Arabic Prose Fiction	Adv.	Adv.	Adv.	Adv.
Arabic 5652 Contemporary Arabic Poetry and Drama	Adv.	Adv.	Adv.	Adv.
Arabic 4998/H Undergraduate Research	Adv.	Adv.	Adv.	Adv.
Arabic 4999/H Undergraduate Thesis	Adv.	Adv.	Adv.	Adv
Arabic 5193 Individual Studies	Int./Adv	Int/Adv	Int/Adv	Int/Adv
Arabic 5194 Group Studies	Int./Adv	Int/Adv	Int/Adv	Int/Adv
Arabic 5797 Study at a Foreign Institution	Int./Adv	Int/Adv	Int/Adv	Int/Adv
ISLAM 4626 Introduction to the Arabic Qur'an	Adv.	Int.	Adv.	Int.
ISLAM 5701 The Qur'an in Translation	Beg.	Adv.	Adv.	Adv.
ISLAM 5703 Biblical Figures in the Qur'an	Beg.	Adv.	Adv.	Adv.
NELC 3102: Lost Languages		Int.	Int.	Int.
NELC 4601 Israeli and Palestinian Literature		Int.	Adv.	Int.
NELC/INTSTDS 5645 Contemporary Issues in the Middle East		Adv..	Int.	Adv.

Islamic Studies Curriculum Map (Updated 11-5-2020)

Course:	Students develop intermediate competency in one language relevant to Islamic Studies	Students demonstrate familiarity with Islamic cultures and communities in the past and present.	Students read and interpret critically a diverse range of Islamic texts and material artifacts.	Students learn to interpret critically Islamic beliefs, thought and practices.
Prerequisites				
Arabic, Persian, or Turkish 1101	Beg.	Beg.	Beg.	
Arabic, Persian, or Turkish 1102	Beg.	Beg.	Beg.	
Arabic, Persian, or Turkish 1103	Beg./Int.	Beg.	Beg.	
Required Language Courses				
Arabic 2104 Intermediate Modern Standard Arabic 2	Int.	Beg.	Beg./Int.	
Arabic 3105 Intermediate Modern Standard Arabic 3	Int.	Beg.	Int.	
Persian 2104 Intermediate Persian II	Int.	Beg.	Beg./Int.	
Persian 2105 Intermediate Persian III	Int.	Beg.	Int.	
Turkish 2101 Intermediate Turkish II	Int.	Beg.	Beg./Int.	
Turkish 2102 Intermediate Turkish III	Int.	Beg.	Int.	
Required Courses				
Arabic 3601 Introduction to Arabic Philosophy		Int.	Int./Adv.	Int./Adv.
ISLAM 3201: Muslims in America and Europe		Adv.	Int.	Int.
ISLAM 3205: Women in the Muslim Middle East		Adv.	Int.	Int.
ISLAM 3230: Shi'i Beliefs and History		Int.	Int.	Adv.
ISLAM 3355 The Early Islamic Conquests (ce 630-750)		Adv.	Adv.	Int.
ISLAM 3501 Introduction to Islam		Beg.	Beg.	Beg./Int.
ISLAM 3502: Islamic Civilization Through the Ages		Int.	Int.	Int.
ISLAM 3508 Sufism		Int.	Int.	Int.
ISLAM 3702: Literatures and Cultures of the Islamic World		Int.	Adv.	Int.
ISLAM 4597 Islamic Revival and Social Justice		Int	Int.	Adv.
ISLAM 4626 Introduction to the Arabic Qur'an	Adv.	Int.	Int/Adv.	Adv.

ISLAM 5701 The Qur'an in Translation	Beg.	Adv.	Int./Adv.	Adv.
NELC 3204: The Middle East in the Media		Adv.	Int.	Int.
NELC 5578 Islamic Law and Society		Adv.	Adv.	Adv.
MRS 2514 Golden Age of Islamic Civilization		Int.	Beg.	Beg.
Religious Studies 2370 Introduction to Religious Studies		Beg.		Beg.
Electives - Language				
Arabic 2111 Colloquial Arabic I	Int.	Int.	Int.	
Arabic 2112 Colloquial Arabic 2	Int.	Int.	Int.	
Arabic 4106 High Intermediate Modern Standard Arabic	Int./Adv.	Int.	Int.	
Arabic 4108 Advanced Arabic Grammar	Adv.	Int.	Adv.	
Arabic 4120 Arabic Media	Int.	Int.	Int.	
Arabic 5627 Classical Arabic Poetry	Adv.	Adv.	Adv.	Adv.
Arabic 5628 Classical Arabic Prose	Adv.	Adv.	Adv.	Adv.
Arabic 5651 Contemporary Arabic Prose Fiction	Adv.	Adv.	Adv.	Adv.
Arabic 5652 Contemporary Arabic Poetry and Drama	Adv.	Adv.	Adv.	Adv.
Persian 3101 Advanced Persian	Adv.	Int.	Adv.	
Turkish 3001 Advanced Turkish	Adv.	Int.	Adv.	
Electives				
Arabic 2241: Culture of the Contemporary Arab World		Beg.	Beg.	Beg.
Arabic 2798 May Morocco		Beg.	Beg.	Beg.
CMRS 2514: Golden Age of Islamic Civilization		Beg.	Beg.	Beg.
History 2350: Islam, Politics & Soc. In Hist.		Beg./Int.	Beg.	
History 2351: Islamic Society, 610-1258		Beg./Int.	Beg.	
History 2352: Ottoman Empire, 1300-1800		Beg./Int.	Beg.	
History 2353: Middle East in the 20th Century		Beg./Int.	Beg.	

History 2375: Islamic Central Asia		Beg./Int.	Beg.	
History 3304: History of Islam in Africa		Int.	Int.	
History 3351: Intellectual and Social Movements in the Muslim World		Int.	Int.	Int.
History 3357: The Middle East in the 19th Century		Int.	Int.	
History 3365: History of Afghanistan		Int.	Int.	
NELC 2241: The Middle East Up Close		Beg.	Beg.	Beg.
NELC 2244: Films of the Near East		Beg.	Beg.	
NELC 3102: Lost Languages		Int.	Int.	
NELC 5204: Culture and Politics in Central Asia		Adv.	Adv.	Adv.
NELC 5645: Contemporary Issues in the Middle East		Adv.	Adv.	Adv.
NELC 5568: Studies in Orality and Literacy		Adv.	Adv.	Adv.
RS 3972 Theory and Method in the Study of Religion		Int.		Int.
Persian 2241: Persian Culture		Beg.	Beg.	Beg.
Persian 2701: Persian Literature in Translation		Beg.	Beg.	Beg.
Persian 3704: Persian Epic		Int.	Int.	Int.
Turkish 2241: Turkish Culture		Beg.	Beg.	Beg.
Turkish 2701: Turkish Literature in Translation		Beg.	Beg.	Beg.
Turkish 5377: Turkish Music, Dance, Theater		Adv.	Adv.	Adv.

Hebrew and Jewish Studies Major Curriculum Map

Course:	Goal 1: Students Acquire intermediate language competency (Reading, Writing, Listening, Speaking).	Goal 2: Students Acquire Familiarity with Jewish and/or Israeli cultures and communities.	Goal 3: Students read and interpret critically a diverse range of Hebrew and/or Jewish texts
Prerequisites			
Hebrew 1101	Beg.	Beg.	Beg.
Hebrew 1102	Beg.	Beg.	Beg.
Hebrew 1103	Beg. /Int.	Beg.	Beg.
Required Courses			
Hebrew 2105: Intermediate Hebrew II	Int.	Beg./Int.	Beg. /Int.
Hebrew 2241/JS2242 Contemporary Cultures of Israel		Beg.	Beg.
Hebrew 2700: Bible in the Ancient Near East		Beg.	Beg./Int.
Jewish Studies 2201: Introduction to Jewish Cultures, Thought and Practice		Beg.	Beg.
Yiddish/JS 2241 Yiddish Culture		Beg.	Beg.
Hebrew 2216/JS 2516 Medieval Jewish Experience		Int.	Int.
History 2450: Ancient and Medieval Jewish History		Beg./Int.	Beg.
History 2451: Medieval and Early Modern Jewish History		Beg/Int.	Beg.
History 2452 Modern Jewish History		Beg. /Int.	Beg.
History 2453: History of Zionism and Modern Israel		Beg/Int.	Beg.
Hebrew 4101: Advanced Hebrew	Adv.	Int.	Int.
Hebrew 4102: Hebrew and the Media	Adv.	Int./Adv.	Int./Adv.
Hebrew 5100 Introduction to Biblical Hebrew	Int.	Int.	Int.
Hebrew 5601: Introduction to Hebrew Literary and Cultural Texts	Adv.	Int.	Adv.
Electives in NELC			
Hebrew/ Jewish Studies 3205 Art and Judaism		Int.	Int.

Hebrew/Jewish Studies/Religious Studies 3210 Kabbalah and the Jewish Mystical Tradition		Int.	Int.
Jewsh Studies 3220 JEWSHST 3220 Jewish Travelers, Jewish Lives		Int.	Int.
Hebrew/JS 3245 Israeli Film and Society		Int.	Int.
Hebrew 3703 Prophecy in the Hebrew Bible		Int.	Int.
Hebrew 3704 Women in the Bible and Beyond		Int.	Int.
Hebrew 3705 Israeli Society and the Holocaust		Int.	Int.
Hebrew 3708 Wisdom Literature in the Bible		Int.	Int.
Hebrew 4601: Modern Hebrew Short Story	Adv.	Int.	Adv.
Hebrew 4602 Modern Hebrew Poetry	Adv.	Int.	Adv.
Hebrew 5101: Biblical Hebrew Grammar	Adv.	Int.	Adv.
Hebrew 5105: History of the Hebrew Language	Adv..	Adv.	Adv.
Hebrew 5602: The Bible as Literature: Selected Readings	Adv.	Adv..	Adv..
Hebrew 5603: Readings in Rabbinic Literature	Adv.	Adv.	Adv.
Hebrew 5691 Topics in Hebrew Literature and Culture		Adv.	Adv.
Hebrew 5802: The Problem of Evil in Biblical and Post- Biblical Literature		Adv.	Adv.
Hebrew 5806: Studies in Biblical Law		Adv.	Adv.
Hebrew 4998: Undergraduate Research	Adv.	Adv.	Adv.
Hebrew 4998H: Undergraduate Honors Research	Adv.	Adv.	Adv.
Hebrew 4999H: Undergraduate Thesis	Adv.	Adv.	Adv.
Hebrew 4999H: Undergraduate Honors Thesis	Adv.	Adv.	Adv.
Hebrew 5192: Workshop	Int.	Int.	Int.
Hebrew 5193: Individual Studies	Int. /Adv.	Int. /Adv.	Int. /Adv
Hebrew 5194: Group Studies	Int. /Adv.	Int. /Adv.	Int. /Adv.

Hebrew 5797 Study at a Foreign Institute	Int. /Adv.	Int. /Adv.	Int. /Adv.
NELC 3102 Lost Languages		Int.	Int.
NELC 4601: Israeli & Palestinian Literature		Adv.	Int.
NELC 5120 Biblical Aramaic	Int.	Int.	Int.
NELC 5121 Jewish Aramaic	Int.	Int.	Int.

Electives Outside NELC			
History 3218 Paul and His Influence on Early Christianity		Int.	Int.
History 3219 Historical Jesus		Int.	Int.
History 3353 Jewish Communities Under Islamic Rule		Int.	Int.
History 3450 History of Ancient Israel		Int.	Int.
History 3455 Jewish Life from the Early Renaissance to the Early Enlightenment		Int.	Int.
History 3460 European Jewish History I		Int.	Int.
History 3465 American Jewish History		Int.	Int.
History 3470 Messiahs and Messianism in Jewish History		Adv.	Int.
Philosophy 3111 Introduction to Jewish Philosophy		Beg/Int	Beg/Int
Political Science 4327 Politics in the Middle East		Adv.	Int.
Yiddish 3371 Yiddish Literature in Translation		Int.	Int.
Yiddish 3399 Holocaust in Yiddish and Ashkenazic Literature and Film		Int.	Int.
Yiddish 4721 Studies in Yiddish Literature		Adv.	Adv.

HJS Major: Language track - 4-year plan with a minimum of 121 hours total

Year 1			
Autumn		Spring	
Hebrew 1101 GE Language	4	Hebrew 1102 GE Language	4
Heb. 2241/JS 2242, Heb./JS 2700, JS 2201, Heb./JS 2516, Yiddish/JS 2241	3	History 2450, 2451, 2452, 2453	3
Survey	1	GE social science	3
GE 1st writing	3	GE Visual performing arts	3
GE social science	3	GE Math	3
Total	14		16

Year 2			
Autumn		Spring	
Hebrew 1103 GE Language	4	Hebrew 2105	4
NELC prefix Course/Elective	3	Hebrew Elective	3
GE 2nd writing	3	GE Nat Science lab	4
GE Biological science	3	Minor/2nd Major	3
Minor/2nd Major	3	Random elective	1
Total	16		15

Year 3			
Autumn		Spring	
Hebrew 4101	3	Hebrew elective	3
Hebrew elective	3	Hebrew elective	3
Hebrew elective	3	GE Cultures/Ideas	3
GE Physical science	3	Minor/2nd Major	3
Minor/2nd Major	3	Minor/2nd Major	3
Total	15		15

Year 4			
Autumn		Spring	
GE open option	3	GE Literature	3
GE History	3	GE open option	3
GE Data analysis	3	Minor/2nd Major	3
Minor/2nd Major	3	Minor/2nd Major	3
Minor/2nd Major	3	Minor/2nd Major	3
Total	15		15

HJS Major: Jewish Studies track - 4-year plan with a minimum of 121 hours total

Year 1			
Autumn		Spring	
Hebrew 1101 GE Language	4	Hebrew 1102 GE Language	4
Heb. 2241/JS 2242, Heb./JS 2700, JS 2201, Heb./JS 2516, Yiddish/JS 2241	3	History 2450, 2451, 2452, 2453	3
Survey	1	GE social science	3
GE 1st writing	3	GE Visual performing arts	3
GE social science	3	GE Math	3
Total	14		16

Year 2			
Autumn		Spring	
Hebrew 1103 GE Language	4	Hebrew 2105	4
JS Major Elective	3	JS Major Elective	3
GE 2nd writing	3	GE Nat Science lab	4
GE Biological science	3	Minor/2nd Major	3
Minor/2nd Major	3	Random elective	1
Total	16		15

Year 3			
Autumn		Spring	
JS Major Elective	3	JS Major Elective	3
JS Major Elective	3	JS Major Elective	3
JS Major Elective	3	GE Cultures/Ideas	3
GE Physical science	3	Minor/2nd Major	3
Minor/2nd Major	3	Minor/2nd Major	3
Total	15		15

Year 4			
Autumn		Spring	
GE open option	3	GE Literature	3
GE History	3	GE open option	3
GE Data analysis	3	Minor/2nd Major	3
Minor/2nd Major	3	Minor/2nd Major	3
Minor/2nd Major	3	Minor/2nd Major	3
Total	15		15