
Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Near Eastn 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 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.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
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 INTSTDS 2200.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in INTSTDS

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Organizations and Politics; 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

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.

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

Sought Concurrence

No

Attachments

- IS NELC 2200DL_REGD online version.pdf: DL Syllabus
(Syllabus. Owner: Carmichael,Phoebe Cullen)
- IS_NELC 2200 Syllabus_REGD.pdf: Syllabus
(Syllabus. Owner: Carmichael,Phoebe Cullen)
- IS_NELC 2200 Syllabus_REGD_TRACKED.docx: Shows Revisions Made
(Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)
- IS NELC 2200DL_REGD online version_TRACKED.docx: Shows Revisions Made
(Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)
- ge-foundations-submission_REGD_SCHOON (2) (2-16-23).pdf: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Carmichael,Phoebe Cullen)
- asc-distance-approval-cover-sheet_Schoon_IS NELC 2200.pdf: DL Cover Letter
(Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)

Comments

- Resubmitting for cross listing with IS 2200 and adding REGD and DL designation. *(by Carmichael,Phoebe Cullen on 02/21/2023 12:30 PM)*
- See my email of 2-11-23 to both Ila and Phoebe. *(by Vankeerbergen,Bernadette Chantal on 02/11/2023 01:17 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael,Phoebe Cullen	11/29/2022 02:05 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	11/29/2022 02:11 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/11/2023 01:18 PM	College Approval
Submitted	Carmichael,Phoebe Cullen	02/27/2023 11:47 AM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	02/27/2023 04:22 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/04/2023 04:46 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/04/2023 04:46 PM	ASCCAO Approval



IS/NELC 2200DL
Introduction to the Modern Middle East
Autumn 2023
ONLINE



Instructor: Dr. Danielle V. Schoon*

Office Hours: W 11am-noon and by appt

Email: schoon.2@osu.edu

Class Time: WF 9:35-10:55am

Section: TBA

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.

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.

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 Politics



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.

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

Required equipment:

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone



- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software:

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

Class Presentation (5 points)

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.)

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.

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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))



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 before 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/XqiWT9wO-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.

This course presents students with a multidisciplinary analysis of diversity and change in the modern Middle East. 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. Features of this course that speak to its foundational nature include:

1. The readings for the course are chosen so that students from any background can engage with the material and learn from it. Since this is a foundations course, the readings for each week are 10-40 pages. Students also watch films and listen to podcasts throughout the course of the semester.
2. Each week students learn about fundamental concepts pertaining to race, gender, ethnicity, and other forms of diversity in the Middle East and Middle Eastern diaspora.
3. Students spend considerable time in class participating in activities that are meant to encourage critical and intersectional thinking around topics related to diversity. They learn from exchanging ideas about the course materials in a classroom environment where patience, discipline, and mindfulness are encouraged.
4. Several guest speakers will add their expertise and experience to the class.

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)

Linked course goal: 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.

Linked course topics: Module 3: Students will learn about the history of nationalism in the Middle East with a particular focus on resulting conflicts over territory and identity. Module 4: 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. Module 6: Students will recognize and compare a range of lived experiences of religion and religious identity. Module 8: Students will describe and evaluate the social positions and representations of gender and sexuality in the Middle East today.

Example activities/assignments: In the Middle East, ethnicity and language are not always linked to national identity. In Module 4, students will learn about the history of national borders in the region and what groups are 'left out' of national narratives. The in-class activity that week prompts students to reflect on their own national symbols and narratives and feeling of belonging or exclusion. Social positions and representations in the U.S. are compared with the groups we are studying (particularly the Kurds) in the Middle East.

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)

Linked course goal: 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.

Linked course topics: Module 2: 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. Module 5: 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. Module 7: Students will discuss and dispel stereotypes about the role of women in Middle Eastern and Islamic societies. Module 11: 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.

Example activities/assignments: Orientalism refers to the representation of the Middle East and those who live there in stereotypical ways that are shaped by the colonial relationship between 'East' and 'West.' In Module 2, students will learn about this concept and its origins. In the assignment Reflection 2, students will consider the stereotypes they hold about this region and its people and where such stereotypes come from.

Course Subject & Number: _____

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

Linked course goal: 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.

Linked course topics: Module 6: 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. Module 9: 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. Module 10: 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. Module 12: Students will analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences as an immigrant.

Example activities/assignments: In several parts of the Middle East today, Hip Hop music and dance have been taken up as tools of expression and protest, especially among the youth in social movements. In Module 10, students will be introduced to a Hip Hop group in Istanbul, Turkey, that raps about being Roma (an ethnic minority and their experiences of dislocation due to ongoing urban renewal projects that target low-income neighborhoods). We will listen to their music in class, and in Discussion 3 students will make comparisons to Hip Hop as a social movement in the U.S. and discuss how race and class intersect in both contexts.

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)

Linked course goal: 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.

Linked course topics: Module 14: Students will assess how historically and socially constructed categories shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems in the Middle East.

Example activities/assignments: In Module 14, students will evaluate geopolitical relationships between Middle Eastern and Western nations around two resources: oil and water. In-class activities and discussions will guide students to evaluate how national and supranational stereotypes affect geopolitical boundary making and international relations.

Course Subject & Number: _____

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

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

Linked course goal: 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.

Linked course topics: Module 13: 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.

Example activities/assignments: In Module 13, in-class discussion and activities will focus on the impact of 9/11 on U.S. politics and society and consider how immigration and security policies in the U.S. and around the world impact Muslims and Arabs in diaspora. Guest lecture Morgan Liu will present on what it means to live as a modern Muslim in Western societies today.

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)

Linked course goal: 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.

Linked course topics: Module 15: Students will evaluate how perceptions of difference have shaped geopolitical relationships.

Example activities/assignments: In Module 15, students are put into small groups to brainstorm strategies for creating lasting peace in the Middle East. Students will be asked to consider whether or how peace is linked to democracy, capitalism, modernity, Christianity, Westernization, and globalization and will be challenged to think outside of their assumptions about Islamic values and practices.

Course Subject & Number: _____

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

Linked course goal: 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.

Linked course topics: Module 2: 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. Module 15: 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.

Example activities/assignments: At the end of the semester, in-class activities and discussions will return to the topic and course materials from Module 2, in which we considered colonial legacies in the Middle East, in order to evaluate current geopolitical relationships between 'East' and 'West.' We will end the semester by challenging such divides and proposing new approaches to U.S., EU, and Middle East relations with a particular focus on peace and conflict with guest Eric Schoon.

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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)