

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2022

Course Change Information

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

Adding REGD Foundations designation for the new GE

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

This course explores, in particular, how modern scholars, writers, and artists read "against the grain" of negative qualities intrinsic to the text (e.g., misogyny and racism) and confronts troubled aspects of its reception history (e.g., anti-Arab racism, Islamophobia). The opening modules of the course introduce students to the core corpus of the Nights, its literary features, and its place in Arabic literature. Also key to this introduction is exploring how feminist scholars and writers have read, and re-imagined, the Nights' depictions of gender hierarchies, especially of roles of women in the stories.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | Arabic |
| Fiscal Unit/Academic Org | Near East S Asian Lang/Culture - D0554 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3705 |
| Course Title | A Thousand and One Nights: Storytelling in Arabic and World Literature |
| Transcript Abbreviation | A 1001 Nights |
| Course Description | We will examine the 1001 Nights as a text that reflects or challenges stereotypes of race, gender, and ethnicity. In this course, students will read the original stories, analyzing assumptions about race, gender, and ethnicity, and also come to understand the process by which the corpus of Nights was preserved, expanded, translated, disseminated, and even forged. This course is taught in English. |
| Previous Value | <i>In this course, we will read the 14th century collection of tales that constitute the earliest existing version of The Thousand and One Nights and analyze it both in relation to the medieval genres and concerns that shaped it and through contemporary theoretical frameworks.</i> |
| 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 | |
| <i>Previous Value</i> | <i>Prereq: English 1110.</i> |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------|-------------------------------------|
| Subject/CIP Code | 16.1101 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Freshman, Sophomore, Junior, Senior |

Requirement/Elective Designation

General Education course:
Literature; Literary, Visual and Performing Arts; Race, Ethnicity and Gender Diversity

Previous Value

General Education course:
Literature; Literary, Visual and Performing Arts

Course Details

| | |
|---|---|
| Course goals or learning objectives/outcomes | <ul style="list-style-type: none">• Students will become acquainted with stories and themes that constitute the core corpus of the Nights, their relationship to the Arabic literary heritage, and their impact on global literature and popular culture.• Students will use the Nights as an arena to learn about and explore the cultural beliefs about religious diversity, class, race, and gender reflected in the corpus and its adaptations• Students will examine the complex history of transmission, translation, reception, and adaptations of the Nights in a colonial and post-colonial contexts.• Students will discuss and applying theoretical frameworks such as narrative theory, post-colonial critiques of Orientalism, feminist theory to the Nights and its reception history• Students will reflect on how popular storytelling might reinforce or subvert societal ideas of gender, race, ethnicity, religious difference, and class in the stories of the Nights and their adaptations |
|---|---|

COURSE CHANGE REQUEST
3705 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/17/2024

Previous Value

- Student will become very familiar with stories and themes that constitute the core collection of the 1,001 Nights.
- Students will appreciate the complex history of translation, transmission, and adaptations in shaping the 1,001 Nights
- Students will be able to discuss and apply theoretical frameworks; including folklore, narrative theory, psychoanalysis, Orientalism, feminist theory; to the stories of the 1,001 Nights.

Content Topic List

- History of the text
- Core Tales of the Nights
- The Orphan Tales and the Nights in the Modern Imaginary
- Orientalism, Race and Empire
- Gender, Morals and Vice in the Medieval Islamic City
- Retellings of the Nights in Modern Literature and Print

Previous Value

- History of the text
- Multiple translations
- Literary adaptations
- Cinematic adaptations

Sought Concurrence

No

Previous Value

Attachments

- Arabic 3705 REGD Syllabus 2024.pdf: Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)
- Arabic 3705 ge-foundations-submission_24.pdf: GE Rationale
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)

Comments

- Resubmitting course for REGD designation *(by Carmichael, Phoebe Cullen on 07/16/2024 03:44 PM)*
- Please see feedback email sent to department 05-09-2023. *(by Steele, Rachel Lea on 05/09/2023 03:14 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Carmichael, Phoebe Cullen | 04/11/2023 01:51 PM | Submitted for Approval |
| Approved | Liu, Morgan Yih-Yang | 04/12/2023 12:18 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 04/17/2023 01:15 PM | College Approval |
| Revision Requested | Steele, Rachel Lea | 05/09/2023 03:14 PM | ASCCAO Approval |
| Submitted | Carmichael, Phoebe Cullen | 07/16/2024 03:44 PM | Submitted for Approval |
| Approved | Brenner, Naomi | 07/17/2024 09:04 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 07/17/2024 01:20 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 07/17/2024 01:20 PM | ASCCAO Approval |



Oriental Institute (Chicago), no. 17618 (9th cent)
oldest known fragment of *1001 Nights*



Email anthony.288@osu.edu Twitter

ARABIC 3705

A Thousand and One Nights

ألف ليلة وليلة

Spring 2024

Times/location: ---
Credit Hours: 3
Instructor Prof. Sean W. Anthony
Office 323 Hagerty Hall *Office*
Hrs Wed 10am-12pm, or by appointment
<https://twitter.com/shahansean>

Course Description

The *1001 Nights* – popularly known as the *Arabian Nights* – is a corpus of Arabic stories that rose from relative obscurity to global fame. The origins of the *Nights* lie in the Islamic Near East, but the versions we know today are a direct result of a fascinating cross-cultural encounter, beginning with Antoine Galland’s translations of anonymous Arabic manuscripts in late-17th century Paris. The vogue for “oriental tales” spread throughout Europe and back to the Islamic world, where subsequently there appeared several greatly expanded Arabic editions of the collection. The *Nights* is a remarkable example of a shared, global literary heritage that at the same time has played a major part, for better or worse, in shaping Western perceptions of the Arabo-Islamic world. Alongside this inquiry into a shared Arabo-Islamic and European literary heritage, we will examine the *Nights* as a text that reflects (and sometimes challenges) stereotypes of race, gender, and ethnicity. In this course, students will read the original stories, analyzing assumptions about race, gender, and ethnicity, and also come to understand the process by which the corpus of *Nights* was preserved, expanded, translated, disseminated, and even forged. Then we will consider the remarkable diffusion and reception of the tales and their characters, especially in cinema and modern literature, considering also how concepts of race, ethnicity, and gender are re-imagined over time. **This course is taught in English and has no prerequisites.**

Course Goals

- To become acquainted with the stories, themes, and storytelling techniques that constitute the core corpus of the *Nights*, their relationship to the Arabic literary heritage, and their impact on global literature and popular culture
- To use the *Nights* as an arena to learn about and explore the diversity of cultural beliefs and historical contexts reflected in the corpus and other modern scholarly approaches popular medieval literature
- To examine the fraught legacy of the *Nights* in the history of European and American representations of the Arabic culture and the history of the Islamic world in scholarship and popular media
- To discuss and apply theoretical frameworks such as narrative theory, feminist theory, and post-colonial critiques of Orientalism to the *Nights* and its reception history.
- To learn about the popular culture and multi-culturalism of the premodern Islamic world.

- To evaluate and describe how racialization and stereotypes about gender, class, and religious confession function in the stories of the *Nights*.
- To analyze how feminist scholars and writers have read, and re-imagined, the *Nights*' depictions of gender hierarchies, especially of roles of women in the stories.
- To explore how modern scholars, writers, and artists read "against the grain" of negative qualities intrinsic to the text (e.g., misogyny and racism) and confronts troubled aspects of its reception history (e.g., anti-Arab racism, Islamophobia).

GE Foundation: Race, Ethnicity, and Gender Diversity

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

- 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.
- 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.

In this course, we will meet these goals by:

- becoming acquainted with stories and themes that constitute the core corpus of the *Nights*, their relationship to the Arabic literary heritage, and their impact on global literature and popular culture;
- using the *Nights* as an arena to learn about and explore the cultural beliefs about religious diversity, class, race, and gender reflected in the corpus and its adaptations

- examining the complex history of transmission, translation, reception, and adaptations of the *Nights* in a colonial and post-colonial contexts
- discussing and applying theoretical frameworks such as narrative theory, post-colonial critiques of Orientalism, feminist theory to the *Nights* and its reception history
- reflecting on how popular storytelling might reinforce or subvert societal ideas of gender, race, ethnicity, religious difference, and class in the stories of the *Nights* and their adaptations

GEN Foundations: Literary, Visual, and Performing Arts:

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.

1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.

2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.

2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

In this course, we will meet these goals by:

- Analyzing literary texts and their adaptations in relation to different frameworks (such as Orientalism, popular culture studies, gender, narrative theory)
- Considering how popular texts such as the *1,001 Nights* reflect assumptions about gender, ethnicity, and race of their time
- Identifying recurring tropes and analyzing their role within literary and cultural contexts
- reflecting on our own perspectives as we read literary texts and engage with the perspectives of others in the classroom
- considering how *The Nights* was conceived in medieval Arabic-speaking cultures and how it has been re-imagined in more recent times
- identifying key social and ethical concerns present in the *1,001 Nights* and its adaptations

Legacy General Education (GEL): Visual and Performing Arts

Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

In this course, we will meet these goals by:

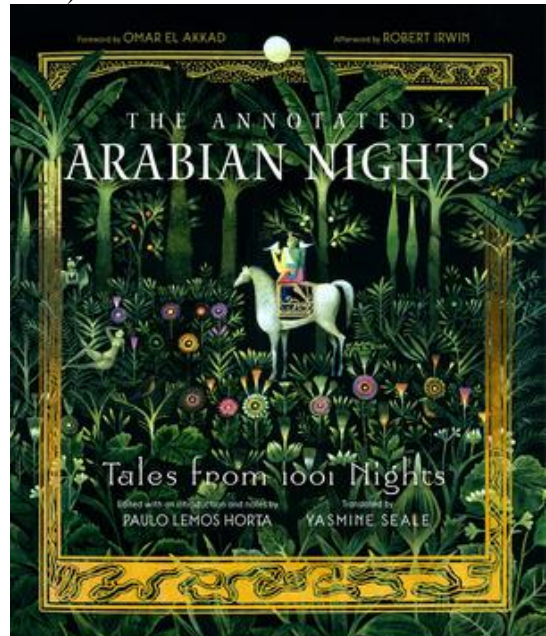
- Analyzing, appreciating, and interpreting a literary work of great significance to Arabic and world literature
- Engaging with ideas drawn from literary criticism, social theory, and historical studies
- Forming our own perspectives on major literary works and putting these in dialogue with others in our classroom community

REQUIRED COURSE MATERIALS

Books and Reading Assignments

We will read the following book as well as readings that are posted to Canvas. You can purchase the book online or check them out from a library. If ordering online, use the ISBN number to make sure you are purchasing the correct edition:

The Annotated Arabian Nights: Tales from 1001 Nights, tr. Yasmine Seale, ed. Paulo Lemos Horta (New York: W.W. Norton & Co., 2021). ISBN: 978-0375712418



All other texts and materials listed in the course schedule will be made available through Canvas.

COURSE VALUES

Support

Your success and learning are important to me. We all learn differently and may need different kinds of accommodation. Please talk to me as soon as possible if there are aspects of the course that are not conducive to your learning or exclude you. We can develop strategies and adjustments to meet

your needs. If you need official accommodations, we will work with [Disability Services](#) to make sure that you have these met. There are many resources on campus that may be useful, including the [Writing Center](#), [Academic Advising](#), and [Academic Coaching](#).

Inclusivity

In this course, we will strive to create an inclusive learning environment. This means that different perspectives and interpretations of texts and ideas can both coexist and be questioned. This also means that we recognize that learning often initiates shifts in perspectives, approaches, and conclusions.

Preparation

Please approach each session as well prepared as possible. This includes doing the assigned readings beforehand and noting aspects of the text that are particularly interesting to you.

Instructor feedback

If you have a question, please contact me first through my Ohio State email address (anthony.288@osu.edu). Under normal circumstance I will reply to emails within 24 hours on days when class is in session at the university.

Class announcements

I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

GRADES AND ASSIGNMENTS

The breakdown for your final grade for this course is as follows:

| | |
|--------------------------|-----|
| Quizzes (× 5) | 10% |
| Response Essays (× 5) | 50% |
| Reception Seminars (× 6) | 30% |
| Final Exam | 10% |

Quizzes

You must complete a total of four quizzes online at the course website throughout the semester. Their format is short and simple. Each quiz consists of no more than fifteen questions (fill-in-the-blank or multiple-choice) that cover key terms and concepts from the lectures and reading. They are open-book but must be completed by the deadline indicated on the course website.

Response Essays

These assignments require you to get your hands dirty with literary and cultural

analysis and are meant to get you thinking about, and seeing, texts and other media within a critical framework, including analyses of how gender, ethnicity, and race are represented in the *Nights*. The format works like this: I provide a prompt online with an article or some other media relevant to some aspect of the *Nights* in which I pose a handful of questions to provoke your thinking. Questions may address how the *Nights* reproduce dominant stereotypes or reveal anxieties about women and racialized others as well as the extent to which the stories provide alternate perspectives. Your role is to share your well-considered thoughts by turning a short, but well-written, responses to the questions posed (usually 4-6 paragraphs and at least 750 words), which you will upload to the course website as either a *.rtf, *.doc, or *.docx file.

Reception Seminars

We have eight Reception Seminars over the course of this semester. These seminars serve as open forums and discussion session where we can delve more deeply into the *Nights* and some aspect of its modern reception history. In several seminars, we consider how re-imaginings of the *Nights* include revised representations of gender, race, and ethnicity.

Prior to each seminar, everyone must read and prepare the relevant text and/or watch the assigned media.

After each seminar, everyone must fill out and complete a seminar questionnaire - available online at the course website. This questionnaire serves as an opportunity for you to further reflect on the seminar and to give input on what aspects gave you insights or caused confusion. You have until midnight to finish the questionnaire. Although I strongly encourage you to attend *all* seminars, this class only requires you to complete a questionnaire for six of the seminars for full credit, in case illness, travel or other types of excused absences prevent you from attending.

Final Exam

During exam week I will upload a final to the course website that will consist of two

parts: multiple choice questions and a two short-essay questions. It will be due by the end of exam week.

Late Work

For assignments submitted by the due date, I will try to provide feedback and grades within seven days. Assignments submitted after the due date may have a penalty assessed and reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100%: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Other Course Policies

Academic Integrity

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

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)

Attendance Policy

You are allowed two unexcused absences in this class. After this, your participation grade will be affected. Please reach out to the instructor if you are ill or experiencing an emergency that prevents you from attending class.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

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

Copyright and Instructional Materials

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

Statement on Title IX

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

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural

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

Land Acknowledgement

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

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

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

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by

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

Requesting accommodations

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

COURSE SCHEDULE

MODULE 1: Introduction and Foundations

Week 1

Tue (Jan. 9) Introduction to the Course, Its Aims, and the World of *1001 Nights*

Thu (Jan. 11) Setting the Scene: King Shāhriyār and Shahrazād's Gambit

READ:

- “The Story of Shahriyar and His Vizier's Daughter, Shahrazad,” in Seale, *Arabian Nights*, 3-20.
- [optional] P. Lemos Horta, “Introduction,” in Seale, *Arabian Nights*, xix-xlvii.

Questions: How do anxieties about gender, race, and sexuality figure in the 1,001 iconic frame story? What kind of narrative possibilities do you think this framing invites?

Week 2

Tue (Jan. 17) Reception Seminar [1]: Shahrazād: Feminist Icon? (Essay #1 Due over Weekend)

READ:

- Fadwa Malti Douglas, “Shahrazād, Feminist,” in *The Arabian Nights Reader*, ed. Ulrich Marzolph (Detroit: Wayne State University Press, 2006), 40-55.

Question: In what way does Shahrazad's strategy align with or challenge your conceptions of feminism?

SAMPLE ESSAY PROMPT: Is Shahrazad a Feminist?

The *Nights* is without a doubt replete with misogynistic and negative portrayals of women and warnings against their (alleged) duplicitous nature. Yet, at the same time, the *Nights* is not without its female heroines either, most prominently the main protagonist of the book: Shahrazād, the skilled and clever narrator of the *Nights'* endless stream of tales saves the lives of women of her land from the murderous king, Shahriyar. What are we, its contemporary readers, to make of this?

For this assignment, you are being asked to consider and ponder the figure of Shahrazād as a heroine of the *Nights*. Your response should draw upon our class discussion from Session 3 on the **normative** and **prescriptive** aspects of feminist theory; the article by Fadwa Malti-Douglas (2006) that you read beforehand; and the lecture by Yasmine Seale linked below.

Your essay should be at least 500 words and contain: 1) your thoughts on discussion of Malti-Douglas and Seal and our in-class discussion on Shahrazād as a (proto)feminist; and 2) your own view as to how the characterization of Shahrazād in the introduction to the *Nights* may, or may not, provide a rich resource for modern re-imaginings of Shahrazād has an advocate for women.

MODULE 2: Core Tales of the *Nights*

Thu (Jan. 19) The Story of the Merchant and the Jinni

READ:

- “The Story of the Merchant and the Jinni,” in Seale, tr., *Arabian Nights*, 21-36.

- Excerpt from Mia Irene Gerhardt, *The Art of Story-Telling: A Literary Study of the Thousand and One Nights* (Leiden, 1963).

Questions: What parallels do you notice between the Story of the Merchant and the Jinni and the Nights frame story, particularly regarding gender? What types of frame stories does Gerhart discuss? Have you noticed similar devices in other books, films, or narrative art?

Week 3

Tue (Jan. 24) The Art of Storytelling: Understanding the Frame Tale in Arabic Literature

READ:

- Ibn al-Muqaffa', *Kalīlah and Dimnah: Fables of Vice and Virtue*, ed./tr. M. Fishbein (New York, 2021), "Introduction," xiii-xxxi and "The Crows and the Owls," 214-255.

Questions: Compare "The Crows and the Owls" to what you have read so far in the 1,001 Nights. Do you notice any similarities or differences in these texts use of storytelling for entertainment or didactic purposes?

Thu (Jan. 26) The Story of the Fisherman and the Jinni (**Frame Tale Quiz #1**)

READ:

- "The Story of the Fisherman and the Jinni," in Seale, tr., *Arabian Nights*, 37-76.

Question: What are some stereotypes about gender that appear in this story? Does the story reinforce or challenge them?

Week 4

Tue (Jan. 31) Reception Seminar [2]: Genies in the *Nights* and Beyond (**Genie Quiz #2**)

READ:

- M. Warner, *Stranger Magic: Charmed States and the Arabian Nights* (Cambridge, Mass., 2012), 33-53.
- "The Story of Khurāfah," tr. S. Anthony
- "The Construction of the Temple in Jerusalem," from Ma' mar ibn Rāshid (d. 770), *The Expeditions*, ed./tr. S. Anthony (New York, 2014), 173-75.

Question: Is magic associated with particular forms of gender, race, and ethnicity in the Nights?

Thu (Feb. 2) The Story of the Porter and the Three Women of Baghdad

READ:

- "The Story of the Porter and the Three Women of Baghdad," in Seale, tr., *Arabian Nights*, 77-158.

Questions: Analyze gender, sexuality, and power in "Story of the Porter and the Three Women of Baghdad. How do the three women assert their independence and autonomy?

Week 5

Tue (Feb. 7) Discussion Seminar [3]: Gender, Morals and Vice in the Medieval Islamic City

READ:

- Carl F. Petry, *The Criminal Underworld in a Medieval Islamic Society: Narratives from Cairo and Damascus under the Mamluks* (Chicago, 2016), 123-164.

Question: What norms and norm-breaking practices were prevalent in major medieval Islamic cities? How do these relate to conceptions of ethnicity, religion, and gender?

Thu (Feb. 9)

The Story of the Three Apples

READ:

- “The Story of the Three Apples,” in Seale, tr., *Arabian Nights*, 159-168.
- F. Malti-Douglas, “[The Classical Arabic Detective](#),” *Arabica* 35 (1988): 69-91.¹

Questions: How is the mystery of the three apples solved? What understandings about knowledge are present in this story? What kinds of knowing have you seen so far in the 1,001 Nights? How are these linked to social identity?

Week 6

Tue (Feb. 14)

The Tale of the Hunchback (**Harun Cycle Quiz #3/Response Essay #2 assigned**)

READ:

- “The Hunchback’s Tale,” from Malcolm C. Lyons, trans., *The Arabian Nights: Tales of 1001 Nights* (London: Penguin, 2010), 1: 173-243.
- Fakhr al-Dīn al-Rāzī on *al-Firāsah* (*Physiognomancy*), tr. Tarif Khalidi

Questions: What stereotypes of different religious communities are present in The Tale of the Hunchback? What model of religious coexistence in a diverse medieval urban environment is present does the story put forth? How is disability represented in these stories?

MODULE 3: Orientalism, Race and Empire

Thu (Feb. 16)

Translators of the *Nights* and European Orientalism

READ:

- Jorge Luis Borges, “The Translators of The Thousand and One Nights,” (1936)
- [optional] P. Lemos Horta, *Marvelous Thieves: Secret Authors of the Arabian Nights* (Cambridge, Mass., 2017), 132-174, 255-298.

Question: What assumptions and additions did European translators bring to the 1,001 Nights corpus?

Week 7

Tue (Feb. 21)

Reception Seminar [5]: Orientalism and the *Nights*

READ:

- Edward Said, *Orientalism* (New York, 1978), 1-30.

¹ https://www.jstor.org/stable/j.ctvc7704h?um_away=true

WATCH [*in class*]:

- “Edward Said: on Orientalism,” *Media Education Foundation* (1998)

Question: Define Orientalism. What examples of Orientalism have you noticed or experienced in your life?

Thu (Feb. 23)

Revisiting Shahrazad: Galland/Grub Street, Lane, and Burton

READ AND COMPARE:*

- *Arabian Nights' Entertainments*, ed. Robert L. Mack (Oxford, 1995), xxv-xxvi, 1-11 [this is the bootleg English translation of Galland's French (1704-1717) published by an anonymous 'Grub Street' translator from 1706-1721]
- Edward William Lane, tr., [*The Thousand and One Nights: Commonly called, in England, The Arabian Nights' Entertainments*, 3 vols. \(London, 1848\), 1: 1-12.](#)
- *A Plain and Literal Translation of the Arabian Nights Entertainments, Now Entitled the Book of the Thousand Nights and a Night with Introduction Explanatory Notes on the Manners and Customs of Moslem Men and a Terminal Essay upon the History of THE NIGHTS*, 10 vols., tr. Richard Francis Burton (The Burton Club, 1885-1888), 1: 1-16 [[click here](#)] [[full edition](#)]

*read at least two, but preferably all three, versions

Questions: Comparing the different European translations of the Nights, what aspects of Orientalism do you notice in each one? What differences do you notice between these older translations and the translation by Seale that we are reading in this class?

Week 8

Tue (Feb. 28)

The Story of the City of Brass

READ:

- Edward William Lane, tr., [*The Thousand and One Nights: Commonly called, in England, The Arabian Nights' Entertainments*, 3 vols. \(London, 1865\), 3: 108-140.](#)

Questions: Analyze the language and discourse on race in this story? How is king of al-Karkar represented?

Thu (Mar. 2)

Burton, the *Nights* and the Origins of Pornography (**Response Essay #3**

Assigned)

READ:

- Excerpt from Richard F. Burton, "[Terminal Essay](#)," 10: 192-209
- Colette Colligan, "[‘Esoteric Pornography’: Sir Richard Burton’s Arabian Nights and the Origins of Pornography](#),” *Victorian Review* 28 (2002): 31-64.

Question: Compare different understandings of Orientalism (see essay prompt)

SAMPLE ESSAY PROMPT: The Nights and the Uses of Orientalism
Together we have explored two major ways of thinking about the phenomenon of Orientalism. The first regards Orientalism as a branch of

philology interested in the comparative study of literatures, languages, and cultures of the so-called “Orient”. The other is Orientalism as famously redefined by Edward Said as, “a Western style for dominating, restructuring, and having authority over the Other” – i.e., a technique of colonial domination that goes far beyond philology. However, in Richard Burton’s translation of the *Nights* we also encountered another aspect of Orientalism. This aspect may be observed in how Burton aims to use the study of the Orient as a vehicle for enlightenment and reform of Western, and in particular Victorian, culture.

Based on your readings of the excerpts from Burton’s notorious “Terminal Essay,” as well as the essays of Dane Kennedy (2000) and Colette Colligan (2002), summarize which Victorian attitudes towards sex (especially female sexuality and homosexuality) that Burton aimed to reform via the *Nights* and the Orientalism of his era.

Your essay must be at least 500 words in length, but should not exceed 1,000 words

Week 9

Tue (Mar. 7)

Arabic Popular Epics (1): The Lady-Warrior Dhāt al-Himmah ...

READ:

- Melanie Magidow, trans., *The Tale of Princess Fatima, Warrior Woman: The Arabic Epic of Dhat al-Himma* (New York, 2021), 25-74.
- [optional] Remke Kruk, “Sīrat Dhāt al-Himma 1: Princess Dhāt al-Himma and Her Many Battles,” in *The Warrior Women of Islam: Female Empowerment in Arabic Literature* (London, 2014), 37-62.

Question: Compare representations of race and gender in the Epic of Dhat al-Himma and the Nights.

Thu. (Mar. 9)

Arabic Popular Epics (2): ... and Her Son ‘Abd al-Wahhāb (Response Essay #5 Assigned)

READ:

- Magidow, trans., *Tale of Princess Fatima*, 75-128.
- [optional] R. Kruk, “Sīrat Dhāt al-Himma 2: Prince ‘Abd al-Wahhāb and His Warrior Wives,” 63-92.

Question: Analyze the intersection of race and gender in Arabic epics (see essay prompt)

SAMPLE ESSAY PROMPT: Intersections of Race and Gender in Arabic Epics

Among the most popular epics of medieval Arabic literature, *Sīrat Dhāt al-Himmah* recounts the adventures and trial of the warriors of the Byzantine-Arab frontier, a liminal space of the medieval Arabic imaginary comparable to Sherwood Forest or the Wild West. Because the events of the epic take place at the margins of society and even civilized life, its characters often subvert playfully and for reason pietistic instruction social norms surrounding gender and race: women like the *amīrah* Fāṭimah can be indomitable warriors, and children of black complexion can be born to parent with white complexion, like Fāṭimah’s son ‘Abd al-Wahhāb.

For this essay, I want you to first read Rachel Shine’s (2017) essay on birth of the black Arab hero of *Sīrat Dhāt al-Himmah*, ‘Abd al-Wahhāb.

How does unexpected blackness of ‘Abd al-Wahhāb and his racialization in the story impact the dispute over his paternity and, especially, what Schine calls, “the racially inflected anxieties about control of feminine sexuality” (in this Fāṭimah’s sexuality)? Discuss at least two prominent figures who advocate both on Fāṭimah and ‘Abd al-Wahhāb’s behalf. What is their social status, and what does their station within the society depicted in the story tell us about the epic’s didactic approach to gender and racial norms in an Islamic context?
Your essay should be at least 750 words.

Week 10

Tue., Mar. 14

NO CLASS – SPRING BREAK

Thu., Mar. 16

NO CLASS – SPRING BREAK

MODULE 4: The Orphan Tales and the *Nights* in the Modern Imaginary

Week 11

Tue., Mar. 22

The Voyages of Sinbad

READ:

- “The Story of Sinbad the Sailor,” in Seale, tr., *Arabian Nights*, 201-264.

WATCH [*in class*]:

[Episodes from *Arabian Nights: Sinbad's Adventures*](#) (1975-76; original title: アラビアンナイト シンドバットの冒険, *Arabian Naito: Shindobatto no Bōken*)

Questions: What do Sinbad’s voyages to distant and strange places tell us about perceptions of normative culture and social identities? How do we interpret these representations given the unclear origins of the Sinbad stories?

Thu., Mar. 24

Visit to the Billy Ireland Cartoon Museum

*[This visit introduces students to a unique resource at OSU and prompts them explore the collection and to consider how the Middle East and its inhabitants are portrayed in comics and other like media produced both outside and within the region itself – whether inspired by the imagery of the *Nights* or not.]*

Week 12

Tue., Mar. 29

Aladdin and His Marvelous Lamp

READ:

- “Aladdin and the Wonderful Lamp,” in Seale, *Arabian Nights*, 417-489.

*Questions: Consider the representation of the setting in China and the representation of the black magician in the Aladdin story. What differences do you notice between the Aladdin story and the stories in the older *Nights* corpus?*

Thu., Mar. 31

Reception Seminar [6]: Aladdin, Inc. (Response Essay #5 assigned)

READ:

- U. Marzolph, “Aladdin Almighty: Middle Eastern Magic in the Service of Western Consumer Culture,” *Journal of American Culture* 132 (2019): 275-290.
- Jack G. Shaheen, “[Reel Bad Arabs: How Hollywood Vilifies a People](#),” *Annals of the American Academy of Political and Social Science* 588 (2003): 171-193.

Question: How has the Aladdin story been mobilized and re-interpreted in the contemporary “West?” How does this link to the stereotyping of Arabs and Middle Easterners?

Week 13

Tue., Apr. 5
and Diyāb

Reception Seminar [7]: Ali Baba and the Forty Thieves between Galland

READ:

- “The Story of Ali Baba and the Forty Thieves,” Seale, tr., *Arabian Nights*, 265-288.
- “Marjana’s Perspicacity, or The Forty Robbers Extinguished through the Skillfulness of a Slave,” in Seale, tr., *Arabian Nights*, 533-38

Questions: Compare Marjana, one of the most famous heroines in the Nights, to Shahrazad. What strategies do they use to accomplish their goals. How are they similar or different?

Thu., Apr. 7
Carpet)

Prince Ahmad and the Fairy Peri Banu (and the Invention of the Flying

(Orphan Tales Quiz #4)

READ:

- “Prince Ahmad and the Fairy Bari Banu,” in Seale, tr., *Arabian Nights*, 339-86.
- M. Warner, *Stranger Magic: Charmed States and the Arabian Nights* (Cambridge, Mass., 2012), 71-83.

Questions: Discuss the role of magic in the 1,001 Nights. How is it similar or different to the magic or fantastical elements you might encounter in contemporary literature and film?

MODULE 5: Retellings of the Nights in Modern Literature and Print

Week 14

Tue., Apr. 12

The *Nights* in the modern Arabic novel

READ:

- Excerpt from Naguib Mahfouz, *Arabian Nights and Days*, tr. D. Johnson-Davies (New York, 1995)
- [optional] M. Jarrar, “The Arabian Nights and the Contemporary Arabic Novel,” in *The Arabian Nights in Historical Context*, ed. S. Makdisi and F. Nussbaum (Oxford, 2008), 297-315.

Questions: Which elements of the Nights are present in modern Arabic retellings of the stories? How are the stories adapted to a different set of understandings about gender, race, and ethnicity?

Thu., Apr. 14 The Nights in American Gothic Horror

READ:

- Edgar Allen Poe, “The Thousand-and-Second Tale of Scheherazade” (1845)
- H.P. Lovecraft, “The Nameless City” (1921)

Question: How are the Nights adapted within the frameworks of 19th and 20th century horror?

Week 15

Tue., Apr. 19 Reception Seminar [9]: Fantasy and Science Fiction

READ:

- Neil Gaiman, “Ramadan,” from *Sandman: Fables & Reflections* (1991)
- Ted Chiang, “The Merchant and the Alchemists Gate” (2007)

Question: How do you see 1,001 Nights tropes linked to gender, race, and ethnicity transformed in these more recent fantasy and sci-fi retellings?

Thu., Apr. 21 Capstone: The *Nights* as Arab Literature or Arabic Literature?

READ:

- A. Kilito, “Is A *Thousand and one Nights* a Boring Book?,” *Arabs and the Art of Storytelling: A Strange Familiarity*, tr. M. Sryfi and E. Sellin (Syracuse, 2014), 116-125.

Questions: What does it mean to conceive of the Nights as Arabic vs. Arab literature? Given the Nights global literary heritage and its decentering of the author, where do you think the stories of the 1,001 Nights belong?

FINAL EXAM DUE IN EXAM WEEK

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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