

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):
 - the course goals
 - a brief description of the content
 - the distribution of meeting times
 - a weekly topical outline
 - a listing of assignments
 - grade assessment information (A-E or S/U)
 - required textbooks and/or reading list
 - the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>)

Instructor Information

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

Joy McCorriston, Anthropology

Proposer's Name and Primary Academic Unit (please print)

Professor of Anthropology, Director of the Middle East Studies Center

Proposer's Title

mccorriston.1@osu.edu

Proposer's e-mail Address

March 1, 2024

Submission Date

W. Scott McGraw, Professor, Chair, mcgraw.43@osu.edu

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to Todd Bitters, bitters.4@osu.edu, no later than MARCH 1.

Career Paths in Middle East Studies

ARTSSCI First Year Seminar

Instructors: Professor Joy McCorriston, Director of Middle East Studies Center
Department of Anthropology (mccorriston.1@osu.edu)
Dr. Melinda McClimans, Assistant Director, Middle East Studies Center (mcclimans.2@osu.edu)

Meets:

Office hours: McCorriston (TBD)
McClimans (TBD)

Course Goals: Why take this class?

The goals this course will allow you to accomplish are to:

- *Outline* what you can learn at Ohio State, drawing from 10 different faculty members and successful alumni working in diverse Middle East related careers
- *Summarize* pathways to your own expertise on the Middle East, drawing on key concepts and knowledge to get you started.
- *Map* your path for credentials in international experience, intercultural learning, and foreign language skills directed toward career opportunities and the job market
- *Discover* and *Determine* resources, allies, mentored and intern resources and networks configured for your path

Course Content: What you will learn

You will learn what it takes to be successful in several career paths and how your education can be maximized toward defining and reaching your career goals. This seminar introduces you to the lived experiences of guest experts who share stories of their career successes, challenges, and predictions. You will gain practical knowledge of how to plan and translate your experience and coursework into resume items. At the same time, the small cohort of a seminar gives you a chance to know instructors and peers, quiz professionals, and build a network for feedback on your accomplishments and next steps to reach career and life goals. While this course is oriented towards building careers in or using Middle East expertise, the international paths, skill-mapping exercises, and networking are valuable for any first-year Arts and Sciences student.

Learning Objectives:

1. Building your Resume with International Experience:

- Objective: Students will be forecast how they will articulate and frame international experiences, local intercultural learning, and foreign language proficiency in a professional context, enhancing their resumes for a competitive job market.

2. Multidisciplinary Learning and Networking:

- Objective: Engage with a diverse group of faculty members from different disciplines within Middle East Studies and professionals with related jobs to understand the breadth of the field and create valuable academic connections. Additionally, students will interact with successful alumni to gain insights into various career pathways.

3. Foundational Knowledge of Middle East Studies:

- Objective: Acquire foundational knowledge and key concepts necessary to begin cultivating expertise in Middle East Studies, with an emphasis on its application to global affairs and international careers.

4. Critical Analysis of Career Path Decisions:

- Objective: Analyze Anne Marie Slaughter's article to understand the complexities of career choices and transitions, for example between academia and government, drawing lessons on personal and professional development.

5. Understanding the Value of Humanities:

- Objective: Critically evaluate news articles to recognize the importance of humanities degrees in developing leadership skills and successful careers, particularly in the context of Middle East Studies.

Readings:

- "The Middle East and International Career Paths" <https://mesc.osu.edu/futurecareer> video and article (pre course prep)
- "Why Top Tech CEOs Want Employees with Liberal Arts Degrees" by Elizabeth Segrano
- "The Myth of the Unemployed College Grad"
<https://www.theatlantic.com/ideas/archive/2023/12/myth-unemployed-college-grad/676364/>
- <https://medium.com/working-parents-in-america/how-we-talk-209d1af790f4> by Anne Marie Slaughter on her decision to leave her State Department position and go back to being a professor at Princeton.
- Optional: <https://u.osu.edu/humanitiescareerroundtable/myth-busting-readings/>

Your Instructors:

Joy McCorriston and Melinda McClimans

We respond during business hours, not weekends, and generally respond within 24 hours when contacted during the work week.

Professor of Anthropology (Archaeology), Joan N. Huber Faculty Fellow, and Director of the Middle East Studies Center at OSU, **Joy McCorriston** is an archaeologist with research focused on three ongoing projects: 1) landscape histories and socioecological systems in Southern Arabia (Oman and Yemen), 2) archaeobotanical contributions to economic and social history of the medieval Near East, and 3) niche construction, food production and food sovereignty for social justice. These interests guide her fieldwork, teaching, mentoring, and university service. She teaches undergraduate courses such as *Archaeology of the Ancient Near East*, *Archaeology of the Holy Land*, and *Introduction to Archaeology* (for which she wrote an international textbook). McCorriston also teaches pedagogy course to prepare graduate students to teach in a university classroom. She co-taught *Racism, Social Justice and Higher Education in HBCUs & PWIs* as a Freshman Seminar. In her archaeological and personal career, she is passionate about social justice at home and abroad.

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Dr. Melinda McClimans is the Assistant Director of the Middle East Studies Center, Office of International Affairs, The Ohio State University, and holds an MA in Near Eastern Languages and Cultures and a PhD in Education. Co-Author of *Keys to Understanding the Middle East*.

145D Enarson Classroom Building
2009 Millikin Road, Columbus Ohio 43210
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614-292-6506

Weekly meeting time, office Hours, room address, etc TBA

Course Components (What to expect):

This class will meet once a week for an hour and will require time outside of class to complete assignments. Major assignments and assessment activities: You will be 1) **writing three short reflections** on what you're learning in class and how it might have impacted your career aspirations. 2) You will **prepare three required articles** and be ready to discuss them in class. 3) You are required to **attend and participate in classes**, which will include interviewing guest faculty and professionals. 4) In-class exercises will help you **map your own skills and how to combine them in collaborative teams**. 5) Finally, you will each give a **ten-minute presentation** on a career path you might consider, drawing on what you learned from speakers, reading and reflections from your e-portfolio. There will be no exams, only assessments of your assignments, class participation, and final presentation.

Course Requirements

- Class participation
- Reflections (250 words)
- Analyses of readings (250 words)
- Final project presentation

Grading

Class participation: 25%

Final Project Presentation: 30%

3 short reflections 45%

Assignments

Class participation:

You are expected to attend every class and to make a meaningful contribution to class discussion at least three times during the semester. You are expected to participate in class learning activities, such as polls, word clouds, mini-quizzes, or other means for gathering student input in class (quizzes are not graded).

Analyses of readings (200 words/ 1 page):

You will be required to write 3 200-word reading analyses.

Reflections

You will be required to write 3 250-word reflections that demonstrate learning and reflection on what the topic means to you.

Final project presentation:

You must summarize what you learned throughout the semester in a 10-minute presentation to the class. It must be related to the presentations, readings, and your career aspirations.

Optional resume assignment:

Write a two-page resume targeting the type of job you want. If you submit this you will get feedback from your instructors.

Weekly Schedule


Week 1: Introduction to International Careers

Readings: Top CEOs article Pre-course prep: [The Middle East and International Career Paths](#)

Week 2: Why you need to start building your resume while still in college

Reading: Anne Marie Slaughter Atlantic article

Due: Discussion preparation of articles and video on Middle East Studies, Liberal Arts and Careers.

Week 3: How to build your resume with an e-portfolio 

Discussion topic: what liberal arts skills am I building?

Week 4: Story of a career in Engineering

Discussion topic: what did I learn about this type of career

Interview with guest

Due: Reflection 1

Week 5: Story of a career in Business

Discussion topic: what did I learn about this type of career

Interview with guest

Week 6: Class forum on “What can intercultural awareness and liberal arts skills do for Engineering and Business careers?”

Week 7: Recruiter for government jobs

Discussion topic: what types of government jobs are available for college graduates with strong intercultural awareness and liberal arts skills?

What makes a candidate a good fit for one of these opportunities?

Due: Reflection 2: what insights did I gain from these career discussions. (What facts stood out? Which new perspective challenged my assumptions)?

Week 8: What are the Humanities and why do they matter for your career?

Reading: *the myth of the unemployed college grad*

Discussion of reading

Week 9: Story of a career in library science

Discussion topic: what did I learn about this type of career

Interview with guest

Due reading analysis: myth of unemployed grad

Week 10: Story of a career in museum curation or archaeology

Discussion topic: what did I learn about this type of career

Interview with guest

Week 11: Student Presentations: Picture yourself in a career

Students present a career path based on what they learned over the semester.

Due: Reflection 3 pulling it all together – envisioning a career path

Week 12: Student Presentations

Week 13: Motivational speaker

Week 14: Student Presentations.

ACADEMIC MISCONDUCT

We will hold you to the highest possible academic standards in this class. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty.

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 you have any questions about the above policy or what constitutes academic misconduct in this course, please get in contact with one of the instructors.

DISABILITY STATEMENT

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

Course policies:

Policy regarding attendance:

Let us know ahead of time if you can't attend class whenever possible.

Policy regarding late assignments:

We understand challenges arise. If your circumstances prevent you from turning in an assignment on time, please contact the instructor to request an extension.

Policy for distressed students:

We encourage you to consider your own self-care and the caring of others to be as important and to take the same level of responsibility and priority as academic requirements. Please be respectful of emotional needs – your own and others – but be mindful of the need to maintain a positive atmosphere free of venting or negativity. If you are struggling with keeping your emotions in balance, there are a number of resources available on campus.

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the [OSU Counseling and Consultation Service](http://www.ccs.osu.edu) (614-292-5766; www.ccs.osu.edu) for assistance, support, and advocacy. This service is free and confidential.

Setting Expectations

- This classroom is **your classroom**. Please don't keep yourself from asking a question because you fear it will sound stupid, or unsophisticated, or obvious. There are no "stupid" questions.
- We expect you to come to class **ready to engage** with us and with your fellow students on the topics of the day. You are here to practice skills, to support your peers' educations, and to benefit from their engagement as you learn.
- We rely on you to help **build a learning community**. This entails actively listening to your classmates, responding with respect and relevance to other's comments, and reflecting on their ideas. Talking a lot is not necessarily great participation—it can lead to imbalance and discomfort.
- We **exercise our authority** as instructors to forbid any behavior that would make a student feel ridiculed, treated without courtesy and respect.