

- **Course Number:** ARB 250 /SLC 250
- **Credit Hours:** 3
- **Time:** Fall. 2023 Session C.
- **Course Format:** Hybrid



Instructor: Professor Miral Mahgoub Al-Tahawy

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Response Time: I will answer all emails within 24 hours or quickly as possible.

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Course Prerequisite

ENG 101 with C or ENG 105 or ENG 107 with C or better.

Course Description

This course introduces students to a broader view and examination of Middle East and Arab culture in a global perspective. It will increase students' knowledge of Middle East and Arab culture, and promote awareness and understanding of Arab customs, values, attitudes, and cultural diversity. Using an interdisciplinary thematic approach, students will explore and analyze cultural differences, misunderstandings, and stereotypes, and be able to explain how they contribute to Islamophobia and other misconceptions about Arabic culture. Thematic areas of emphasis will include Middle East and Arab Families, Fine Art/Music, Food, Gender identities, Religious life, Political Conflict and War, Islamic tradition, and Exile and Immigration. This course is taught in English and requires no knowledge of Arabic.

Course Objectives

The course provides an interdisciplinary overview of the major aspects of the Middle East and Arab culture in a global perspective, based on scholarly resources, media, and movies. The course will familiarize students with different aspects of the Middle East and Arabic culture, help students contextualize the culture of the Arab people, and enable them to explore it from multiple and global perspectives.

Student Learning Outcomes

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

1. Describe and identify several comprehensive views of the Middle East and Arabic culture, including linguistic, geographic, historical, social, cultural, political, and artistic aspects of the Middle East today.
2. Gain a richer understanding of Middle East cultural, religious, and social customs impacting society.
3. Develop critical thinking regarding diversity, stereotyping, and prejudice.
4. Developed analytical study skills, including critical reading, writing, and analysis of media materials.

Required Text:

- **Frangieh, Bassam** (2018). *An Introduction to Modern Arab Culture*, Cognella Academic Publishing. (Text available as ASU Library).
- All other reading materials are online and will be provided as attachments or links in each module in Canvas.

Reference Works

- **Abu-Lughod.**(2002) “Do Muslim Women Need Saving ?” *American Anthropologist*. 104, No. 3 pp. 783-790.
- **Abu-Odeh. Lama.**(2010). “Honor Killings and the Construction of Gender in Arab Societies.” *The American Journal of Comparative Law* 58(4): 911-952.
- **Shannon, Jonathan** .(2003) “Emotion, Performance, and Temporality in Arab Music: Reflections on Tarab.” *Cultural Anthropology* 18(1): 72-98.
- **Shammas, Nafez Antonius,**(1995). Cross-cultural pragmatic failure: misunderstanding in verbal communication between speakers of Arabic and English.
<https://dspace.lboro.ac.uk/2134/7326>
- **Feghali, Ellen** .(1997). “Arab Cultural Communication Patterns,” *International Journal of Intercultural Relations* 21(3): 345-378.
- **Cainkar,Louise** .(2013). “Global Arab World Migrations and Diasporas,” *Arab Studies Journal*, 21(1): 126-165.
- **Semaan, Gaby**. (2014). “Arab Americans: Stereotypes, Conflict, History, Cultural Identity and Post 9/11.” *Intercultural Communication Studies* 23(2):17-32.
- **Sadok, Masliyah** .(1999).“A Cross-Cultural Misunderstanding :The Case of the Arabic Expression Inshallah, “If God Wills”: Dialog on Language Instruction, Vol. 13 No. 1 & 2, pp. 97-116.
- **Shihab Hamad, Shireen.**(2016), ”Food as a Means of Defining One's Identity and Culture in Selected Works of Arab-American Women Writers”, *Alustath Academic journal*. Volume 1, Issue 219, Pages 57-68.
- Morgan, Hani. (2012), “Counteracting Misconceptions about the Arab World from the Popular Media with Culturally-Authentic Teaching” *Journal of International Social Studies.*(Spring, 2005) Vol. 2, No. 2, 70-83.
- Salaita, Steven. “Ethnic Identity and Imperative Patriotism: Arab Americans before and after 9/11” . *Journal of College Literature*. 32, No. 2 pp. 146-168.

Assigned Films:

All films are available on YouTube / Netflix (with English subtitles):

- **Moroccan Movie:** *Ali Zaoua* ,Director: Nabil Ayouch
 - **Egyptian Movie:** *Yacoubian Building* ,Director: Marwan Hamed
 - **Lebanese Movie:** *Caramel* ,Director: Nadine Labaki
 - **Palestinian Movie:** *Layla's Birthday*,Director: Rachid Masharawi
 - **Syrian Movie:** *Last Men in Aleppo* , Director :Feras Fayyad .
 - **Yemeni Movie:** *Salmon Fishing in the Yemen*, Director Lasse Hallström.
 - **American Movie :** *Babel* Director: Alejandro González.
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- All assigned readings for the course are posted as PDFs on Canvas. Click on “Modules” and then “Readings and PowerPoints” for the corresponding class. The readings have been formatted so that you can underline and highlight them on your computer using an Adobe program or Preview (for Mac computers). The average amount of reading per class is quite moderate (about 15-20 pages).

Assignments

Course grades will be based on points accrued over the semester for several activities:

- **at least one reading reflection per week.**
- **Students will be required to write several papers and a make one presentation if needed**
- **All written assignments for this course must be submitted electronically.**
- ***NOTE:** Late submissions will NOT be accepted, or eligible for a grade. Please plan ahead to avoid unfortunate technology trouble at the deadline time.*

List of Assignments:

Course grades will be based on points accrued over the semester for several activities:

1-Attendance and Class Participation (10%)

Participation and debate will be the primary activities in every class meeting. The instructor will use a Socratic methodology to encourage maximum student engagement in the topics for each class. Full points/credit for class participation relies on students being fully engaged in class activities and presentations and responding to each other in class discussions. Failure to participate by completing assigned readings in advance or responding to the instructor as assigned will negatively impact your grade.

2- Quizzes (60 %)

Your comprehension of lectures and assigned materials will be tested in a short Open Book quiz every week. These quizzes are intended to help you identify and remember the key concepts and names covered each week. You will have 12 Quizzes, Every Quiz is worth 5 points, a combined 60 points per semester = 60% of your grade.

3- Short Essay:(20%)

Students will be required to submit three short Essays: Writing assignments are due during week 5 and week 10. These are 3- to 5-page typewritten (12-point font, double-spaced), and well-developed essays responding to a choice of topics/questions provided to you by the instructor, and related to material read or discussed in class leading up to the assignments' due dates. Your essay should show evidence of your critical ability to analyze texts, explain complex ideas/concepts, make logical arguments and engage in critical thinking The essay should highlight questions and issues addressed and/or raised in class about class readings, as well as include your original input/ideas. you will receive a detailed assignment sheet from the instructor that outlines paper requirements in more detail.

NOTE: Grading for short essays:

- 70% content
- 10% organization/structure
- 20% language/style/format.

4-Final Paper Exam (10%)

Students enrolled in the course will write an 8 – 10 page research paper on a topic related to the course. All papers will be typewritten, double-spaced in 12 pt font according to the MLA Style Manual. You will be required to turn in a topic proposal that outlines your ideas and contains a preliminary bibliography of your secondary sources (books, journal articles, etc).

You will receive a detailed assignment sheet from the instructor that outlines paper requirements in more detail.

The final research paper should show evidence of your critical ability to analyze texts, explain complex ideas/concepts, make logical arguments and engage in critical thinking. The essay should highlight questions and issues addressed and/or raised during the course about the learning materials, as well as include your original input/ideas.

You are required to include the following in your critical essay:

1. At least five (5) Arabic words related to your topic (reference glossary or readings from class)
2. At least three (3) citations (MLA format) that support the facts presented in your essay

Grading for Critical essays: 70% content, 10% organization/structure, 20% language/style/format.

5- Optional Extra Credit Presentations (5%)

Students who have the desire or need to improve their grades have options for increasing the number of total points available for assignments – in the form of an added assignment.

This opportunity is a one-time option per semester/course; students who commit to this option (with prearranged permission via a topic commitment statement submitted to the instructor) will present it to their class peers. Student presentations must be carefully prepared.

The presentation will be expected to adhere to time limits: No shorter than 15 minutes, and no more than 20, including Q/A and related class discussion.

Extra Credit Topics will be assigned by the instructor. Students who wish to pursue the extra credit option should make an appointment with the instructor to discuss their interests.

Grading: Grading Categories:

Assignment	Percent of Final Grade
Attendance and Class Participation	10%
Weekly Quiz	5 points per Quiz (5 x12) = 50 % of your grade.
Short Essay	2 papers x 10% = 20% of your grade
Final Paper	10%
Extra credit	Presentations: (5%)
Total	100%

Grading Scale

100-97%	A+
96-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-76%	C+
75-70%	C
69-60%	D
59-0%	E

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Drop/Add and Withdrawal Dates

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Communication and Technology Requirements

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to students via their ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Other Campus Resources

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)
- Counseling Services
- Financial Aid
- Disability Resource Center
- Major & Career Exploration
- Career Services
- Student Organizations

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will not be granted an exception to the due date in this situation. You should dutifully back up all your work every time you work on it. **Please practice safe storage and keep a record of your postings and submissions in case of a question.** Incidents of adversity or emergency will be dealt with on a case-by-case basis.

Follow the appropriate University policies to request an [accommodation for religious practices \(Links to an external site.\)](#) or to accommodate a missed assignment [due to University-sanctioned activities \(Links to an external site.\)](#).

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Plagiarism is the intentional or unintentional use of material from someone else's written work without acknowledging the source. This includes turning in papers written by someone else or copying/using passages from someone else's written work in your paper without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the internet, or the written work of other students. If you use someone else's written work and misrepresent it as your own, it is plagiarism, among the most serious types of academic cheating. Even if you modify words and sentences from someone else's work, it is still plagiarism if you do not properly cite the source.

By taking this class, you are promising that you will not plagiarize. If you think there is any chance you might plagiarize for whatever reason, please withdraw from the class. All response papers and online essays will be scanned by Turnitin on Canvas, which compares your work against everything posted on the internet, online article/paper databases, and papers submitted in previous years by ASU students and students at other universities. The first time you are caught plagiarizing, you will receive 0 points for your work, and you will be reported to the Director of Student Affairs in the College of Liberal Arts and Sciences. The second time you plagiarize, you will receive a "XE" (failure due to academic dishonesty) for the course.

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling, or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

In accordance with [ACD 304-06 Commercial Note Taking Services \(Links to an external site.\)](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthew Center Building. SAILS staff can

also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

Course Communication

There are several ways to communicate with your peers or instructor. This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Canvas Chat

The Chat tool in Canvas allows students and instructors to interact in real time. Chat is not ideal for questions about assignments. Please email me at and I will get back to you as quickly as possible.

Multicultural Statement

SILC is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. SILC courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

Statement of Ethics

SILC is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eooss.asu.edu/counseling>, is available if you wish to discuss any concerns

confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary.

Tentative Course Schedule

Warning: The following schedule is tentative and is subject to change. Students are responsible for keeping abreast of any changes. Contact the instructor with questions.

Modules	Discussion Board	Reading
Module1 Aug 22& Sep 5,2023	Week 1: Middle East and Arab World - Society, Culture, and State Arab Origin identity and Value, Arab religious sects and ethnic groups Exploring Tribal, Racial. Regional and sectarian affiliations in the Arab World and Arabism and Islamic Identity. Week2: Middle East and the Arab world values and views, Family and tradition, Gender roles, social customs: marriage, divorce, veil/headscarf, etc. Marriage patterns in Arab society and the patriarchal structure of Arab society.	Week 1: Frangieh, Bassam. An Introduction to Modern Arab Culture. Chapter 1. Pp1-27. Week 2: Frangieh, Bassam, An Introduction to Modern Arab Culture Chapter 2/ p29 – 50.

<p>Module 2 Sep 12&Sep 19, 2023.</p>	<p>Week 3: Muslim Women and Human Rights.</p> <ul style="list-style-type: none"> • The Question of the Veil • Honor Crimes • Female Genital Cutting (FGC). <ul style="list-style-type: none"> • Week 4: The Arabic Language. • Modern Stander Arabic • Colloquial Arabic • Arabic as international language. 	<p>Week 2 readings : 1-Abu-Lughod, “Do Muslim Women Need Saving?” American Anthropologist. 104, No. 3 (Sep. 2002), pp. 783-790.</p> <p>2-Abu-Odeh. Lama “Honor Killings and the Construction of Gender in Arab Societies.” The American Journal of Comparative Law , 2010. 58(4): 911-952.</p> <p>Week 4: 1-Frangieh, Bassam. <i>An Introduction to Modern Arab Culture</i> Chapter 3, p 52-69.</p>
<p>Module 3 Sep26& Oct 3, 2023.</p>	<p>Week 5 : First Paper .</p> <p>Week 6: Arab-Islamic Civilization</p> <p>Islam, Muhammad and the Quean, About Islam ,The Prophet Muhammad ,The Message of Islam ,The Islamic Umma ,The Farewell Sermon ,Islam as the Religion of Abraham ,The Qur’an ,The Inimitability of the Qur’an ,The Pillars of Islam and Islam and the West.</p>	<p>Week 5: First Paper (10%)</p> <p>Week 6 Frangieh, Bassam. <i>An Introduction to Modern Arab Culture</i> Chapters 5. p85-102.</p>
<p>Module 4 Oct 10 & Oct 17, 2023.</p>	<p>Week 7: The Arab Stereotype: The Arab Stereotype, Misconceptions about the Arab World from the Popular Media.</p> <p>Week 8: Traditional and Contemporary ART of Middle east. Islamic Art & Architecture: History & Characteristics. Art of Modern and Contemporary Arab World -Islamic Art in the Medieval Period -Al-Andalus the art of Islamic in Spain. -Arabic Poetry and Calligraphy, Arab Textiles, Glass, and Ceramics</p>	<p>Week 7 : 1-Watching Reel Bad Arabs featuring Dr. Jack Shaheen. Reading: 2- Driss Ridouani, The Representation of Arabs and Muslims in Western Media. (School of Arts and Humanities (Meknes 2011).</p> <p>Week 8 readings: 1- Morgan, Hani. (2012), “Counteracting Misconceptions about the Arab World from the Popular Media with Culturally-Authentic Teaching” Journal of International Social Studies.(Spring, 2005) Vol. 2, No. 2, 70-83.</p> <p>2- Anneka Lenssen, Sarah A. Rogers, and Nada M. Shabout. <i>Modern Art in the Arab World: Primary Documents.</i> Chapters 2 & 3</p> <p>Second Paper (10%)</p>

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<p>Module 5</p> <p>Oct 24& Oct31, 2023.</p>	<p>Week9: Arab and Middle Eastern Music. Traditional Music, Sufi Music, folk Music, Andalusian music, and Rai music.</p> <p>Week10: Paper Exam 2.</p>	<p>Week 9 Readings:</p> <p>1-Frangieh, Bassam. An Introduction to Modern Arab Culture , Chapter 7. P136-145.music</p> <p>2-Arab music: Introduction: https://al-bab.com/music-section/arab-music-introduction.</p>
<p>Module 6</p> <p>Nov 7 & Nov 14, 2023.</p>	<p>Week 11: Misunderstanding Arab culture</p> <ul style="list-style-type: none"> -Islam and the West. - Homeland Insecurity: The Arab American and Muslim American Experience After 9/11 <p>Week 12: The Arab in America.</p> <ul style="list-style-type: none"> - Ethnic Identity and Imperative Patriotism: Arab Americans before and after 9/11. -The Arab American and Muslim American Experience After 9/11. 	<p>Week 11 Readings :</p> <p>1 - Appiah , Kwame Anthony, Misunderstanding Cultures: Islam and the West, Princeton University, USA 24 June 2013.</p> <p>https://www.resetdoc.org/story/misunderstanding-cultures-islam-and-the-west/.</p> <p>2- Morgan, Hani. (2012), “Counteracting Misconceptions about the Arab World from the Popular Media with Culturally-Authentic Teaching” Journal of International Social Studies.(Spring, 2005) Vol. 2, No. 2, 70-83.</p> <p>3-Taha,Maisa. Arab Women in Arab News: Old Stereotypes and New Media Journal of Middle East Women's Studies Vol. 9, No. 3 (Fall 2013), pp. 145-148 (4 pages).</p> <p>Week 12 Readings :</p> <p>1-Salaita, Steven. “Ethnic Identity and Imperative Patriotism: Arab Americans before and after 9/11” College Literature Vol. 32, No. 2 (Spring, 2005), pp. 146-168</p> <p>2-Semaan, Gaby (2014).Arab Americans: Stereotypes, Conflict, History, Cultural Identity and Post 9/11.</p> <p>3 -Masliyah. Sadok. “A Cross-Cultural Misunderstanding The Case of the Arabic Expression Inshallah, “If God Wills” Dialog on Language Instruction 1999, Vol. 13 No. 1 & 2, pp. 97-116.</p>
<p>Module 7</p> <p>Nov 21&Nov 28, 2023.</p>	<p>Week 13: The Arab Spring: Revolution in the Age.</p> <p>Week 14: Middle East Food and Recipe Arab Cuisine. Immigrant Food and Trans-memory of Home.</p>	<p>Week 13 Readings:</p> <p>1-Frangieh, Bassam. <i>An Introduction to Modern Arab Culture</i> Chapter 11. P 257-288.</p> <p>Week 14:</p> <p>1- Shihab Hamad, Shireen. “Food as a Means of Defining One's Identity and Culture in Selected Works of Arab-American Women Writers” Alustath Academic journal., 2016, Volume 1, Issue 219, Pages 57-68.</p> <p>2-Vered, Ronit.” Israelis or Arabs – Who Owns Falafel - and Does It Matter?” www.haaretz.com/food/premium.MAGAZIN</p>

Week 15		Extra Credit& Finale paper Exam.