CET Syllabus of Record

Program: CET Intensive Arabic Language in Amman
Course Title: Manifestations of Bigotry in Arabic Literature and Arab Culture
Course Code: AM/LANG 385
Total Hours: 45
Recommended Credits: 3
Primary Discipline / Suggested Cross Listings: Arabic Language / Literature, Middle East Studies
Language of Instruction: Arabic
Prerequisites/Requirements: ACTFL Advanced-Mid or Advanced-High level, final placement at discretion of academic director

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Description
This course will examine the role of literature, particularly novels, in the spread of ethnic, gender and/or religious-based bigotry and discrimination towards "the Other". We will examine the roots of this bigotry which rose at the hand of religious authority and was often used to create tension, justify extreme positions, and legitimize discrimination. We will start this exploration with the question, "Was Muhammad white or black?" This query will lead us to an open discussion about the roots of racism in Arabic literature that still remain from pre-Islamic tribal society.

As a product of the Arab fears of "the Other", discrimination and stereotyping have changed and moved through society, from the family to the state. Through class readings, we will see how authors reinforced these views of "the Other" in their writings on other cultures (Persian, Jewish, etc.) while simultaneously writing about the bigotry of the West towards Arabs and Muslims.

This course begins meeting a few weeks into the program, after a period of intensive instruction in MSA and Jordanian dialect. Depending on the number of students enrolled, the course may be split up into smaller groups so instructors can devote personalized attention to students at varying levels of Arabic to ensure all students are able to actively participate in the larger class meetings. Class sections make up approximately one-third of the total class hours, while large group meetings and activities make up the remaining two-thirds.

Objectives
During the course, students:

1) Describe and evaluate the essence of discrimination and bigotry in Arab cultures.
2) Widen their understanding of literary and cultural stereotypes in Arab cultures and learn how disregard for "the other" developed in Middle Eastern societies.
3) Discuss issues regarding bigotry in Arabic literature and culture and use evidence (from stories, poems, articles, and other examples) to formulate arguments on such issues
4) Read long literary pieces in Arabic- both theoretical and prose- on topics of interest to course topics.

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Course Requirements
All students are expected to submit all homework, quizzes, tests, papers and projects on the day they are due. Additionally, students are expected to attend all class sessions. Class participation will be considered during grading. Homework consists of weekly presentations for which students focus on a specific section from a novel and discuss its significance in class within the context of this course.

Small Projects and Presentations
Instructors give students ample time to complete several small class presentations throughout the course, and offer guidance with respect to the sources to be used for these projects. Sources may include the opinions of locals, roommates, language partners, or the students themselves. Students compare and contrast the viewpoints of different individuals regarding class topics and evaluate secondary sources as well. Presentations in front of the class will last approximately 15 minutes including a question and answer period at the end. All students provide a written summary of their presentation to the instructor for each project.

Final Project
Each student selects a final research project topic of interest and presents the final project before their teachers (and language partners and roommates if schedules permit). Each student will submit a written report **between 10 and 15 pages** on A4 sized paper, utilizing examples from the course material to support his or her arguments. In the process of writing the paper, each student will:

- Submit an outline of the main points to be discussed in the report (500 words).
- Submit a first draft of the report for corrections on both content and style (1000 words).
- Edit the first draft in consideration of the instructor's corrections.
- Submit the final draft to the teacher at the appropriate due date.
- Sit down with the instructor individually in the last week of class to discuss individual development in the field of study and comments on the project in general.

Students may reach out to the instructor at any point to request advice or assistance on the project.

Project Component	Due Date to Instructor	Receive Back from Instructor
Outline	Week 5	Week 6
First Draft	Week 12	Week 13
Final Report	Week 14	Week 15

Methods of Evaluation

Category	Grading Weight
Class Attendance and Participation	40%
Homework	20%
Small Projects and Presentations	10%

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Final Project and Presentation	30%

Primary Texts

- Al-Anzi, Basima. *Black Shoes on the Road.* (Labor discrimination in Kuwait)
- Al-Atrash, Layla. *Prophets of the Winds.* (Discrimination against illegitimate children)
- Al-Jihni, Layla. *Ignorance*. (Racial discrimination in Saudi society)
- Al-Muqri, Ali. *Black Food, Black Smell.* (Racial discrimination)
- Al-Muqri, Ali. *The Current Jew*. (Religious discrimination)
- Antwon, Sanan. *Ya Maryam*. (Discrimination in Iraq against Christians)
- Al-Anzi, Basima. *Black Shoes on the Road*.
- Batayna, Afaf. *Outside the Body.* (Discrimination against Jordanian women and honor crimes)
- Fahd Ismael, Ismael. *In the Presence of the Phoenix.* (Class discrimination) [for students with high level reading skills only]
- Nasrallah, Ibrahim. *The Honor of Shame.* (Honor crimes against women in Palestinian society)

Supplementary Texts

- Literature and Racism in Gulf Societies: "*Stories of the Girls of Riyadh*". Al-Watan Newspaper. http://alwatan.kuwait.tt/articledetails.aspx?Id=15345
- Speeches on Discrimination: "*Saudi Arabian Stories"*. Al-Hayat Newspaper. http://www.sauress.com/al-Hayat/210113
- Egyptian and Jewish Narratives on Racism: "*Do Literaries Historically Paint New Pictures?".* Al-Haram Newspaper. http://classic.aawsat.com/details.asp?section=19&article=634662&issueno=11940#.U9gpR4RfrIV
- Racism in Books: "*Arab Racism for the Book by Aadil Al-Omari"*. Al-Hewar. http://www.ahewar.org/debat/show.art.asp?aid=327281
- Theories on Racism: "*Is the Prophet Black or White?"*. Sudaress. http://www.sudaress.com/sudansite/2369
- *Antar Bin Shaddad*: case study in discriminatory literature

Outline of Course Content

Topic 1 – Racial Stereotypes and Discrimination (3 weeks)

- Recognition of discriminatory behavior multi-directionally (Arabs discriminated against and discriminating against others)
- Stereotypes in literature and Arab culture for Jews, Persians, minorities (ethnic and racial)
- Stereotypes between Muslims for each other (particularly Arabs versus non-Arabs)

Topic 2 – Minorities, Family and Gender Discrimination (3 weeks)

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- Discrimination by race, gender, minority status and family status
- Men versus women, sexual orientations, religious sects, illegitimate children

Topic 3 -- Islam and Bigotry (3 weeks)

- Quran and Hadith references, Islamic approaches to racism
- Discrimination and racism in Gulf societies
- Race and the prophet Mohammad

Topic 4 -- Bigotry in Literature and Culture (4 weeks)

- Discrimination against foreigners and the strengthening of slavery as an example of racism in Gulf societies.
- Egyptian examples of discrimination against minorities
- Stereotypes of discriminatory nature embedded in the naming of foods and commonplace social settings