

CET Syllabus of Record

Program: CET Jordan

Course Title: (AM/LANG 345) Arab & Islamic Culture and Economics in the Middle East

Total Hours: 45

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Arabic language/ Economics / Middle East Studies

Language of Instruction: Arabic

Prerequisites/Requirements: ACTFL Novice high or equivalent, final placement at the discretion of academic director

Description

For however many theories there are about the labor market and economy in the Middle East, actual jobs are few. Despite openness to successful American and European economies, Middle Eastern economies struggle for stability. Aid and training from these strong world economies have not abated the high unemployment rates and rampant poverty. It is within this framework that the course addresses the effect of Arab and Islamic cultures on Middle Eastern economies, labor markets, and business through an exploration of cultural and religious factors that affect Middle Eastern economies and labor markets.

This course examines these economic theories and investigates why they are ineffective in achieving growth and contributing to job creation by building understanding of the obstacles and challenges faced by Middle Eastern economies. Finally, students survey and evaluate solutions suggested by multiple actors including local governments, political and religious figures.

This course shares thematic content with *AM/□ECON 340* taught in English, however the respective approaches differ. The Arabic language version of the course has the added aim of exploring content to strengthen Arabic language skills and utilizes Arabic language sources.

Objectives

During this course, students:

- 0) Increase comprehension skills, progressing from literal to analytical, and identify ideas, viewpoints, and opinions, both explicit and implicit, in both print and aural sources.
- 1) Build upon established linguistic foundation to enhance production and improvisation skills from individual words, to sentences, to paragraphs, through the activation of new vocabulary, fluency exercises, writing assignments, and oral presentations.
- 2) Describe, evaluate, and differentiate between the cultural and religious factors that impact conceptual understandings of Middle Eastern economies and marketplaces.
- 3) Discuss and debate the challenges faced by Middle Eastern marketplaces and economies.
- 4) Conceptualize the obstacles to economic development in the region and evaluate the feasibility of potential solutions to economic challenges.
- 5) Develop an understanding of the ethnic, religious, economic, political and cultural background of the Arab World.

CET Syllabus of Record

- 6) Draw relationships between important business actors and political and religious figures of the Middle East.

Course Requirements

Class attendance, as outlined in the CET Attendance Policy, is critical for success in the course. Students are expected to actively participate in classroom discussions and lectures. Late submissions are not accepted.

Field-based excursions include visits to marketplaces and guest speakers, and for which students write two graded reflection papers.

Homework consists of voice recordings in which students research a weekly topic, 10 in total. Students conduct opinion polls / questionnaires in Amman and present findings in class twice in the term to draw connections between readings and the reality/ideology of the marketplace in Amman.

Twice in the term, each student will lead the class, choosing a topic under the guidance of the instructor, creating a worksheet, and developing a homework assignment and deadline.

Students prepare and present a mid-term project comparing the viewpoints of different individuals regarding class topics and evaluate secondary sources with guidance from the instructor with respect to potential sources, including the opinions of locals, neighbors, language partners. The oral presentation to the class should be approximately 15 minutes in length and include a question-and-answer period at the end. The mid-term project grade is split in half between the research/preparation and the delivery of the final presentation and subsequent class discussion.

For the final project and presentation, students select a topic of interest and complete a report of 10-15 pages on A4 paper, incorporating course materials to support their arguments. The final paper and presentation are broken down into several smaller components. Students submit a proposal and outline of 500 words to be discussed with the instructor. Students then submit a second draft of the proposal and outline, incorporating instructor feedback and corrections on content and style for 10% of the final grade. Students work their way through the paper submitting pages at incremental deadlines, culminating in a final draft for another 10% of the final grade. Students present their paper orally in front of the class using 90% of the course vocabulary, with linguistic output at the paragraph level for the final 10% of the grade.

Grading

- Participation: 20%
- Student-led class: 10%
- Homework: 20%
 - Voice recordings (10) 10%
 - Class presentations (2) 5%
 - Reflection papers on field-based components (2) 5%
- Mid-term Project and Presentation: 20%
 - First draft + corrections 10%
 - Presentation + discussion 10%

CET Syllabus of Record

- Final Project and Presentation: 30%
 - First draft + corrections 10%
 - Final draft 10%
 - Presentation 10%

Readings

حلا بلال بهجت النور، اكسمري عامر المناصرة، محمد عواد الزيادات. ثر التسويق باستخدام وسائل التواصل الاجتماعي على نية الشراء في الأردن. (2016).

أمين عويسي، فيصل سيد. "فلسفة النظام الاقتصادي الاسلامي مقارنة بالنظم الاقتصادية التقليدية (الراسمالية والاشتراكية). *Journal Share*: *Ekonomi dan Keuangan Islam* 5.2 (2016): 165-199.

توفيق أزرق. "الخصائص العامة للاقتصاد الإسلامي وأهم المبادئ التي تحكمه." *ATEBE 4* (2020): 101-118.

د. إبراهيم عبد الحليم عبادة، and السيدة. أنوار زين الدين أبو دلو. "الصيرفة الإسلامية ودورها في الوقاية من تعثر الديون." (2015).

السالوس، علي أحمد. *الاقتصاد الإسلامي والقضايا الفقهية المعاصرة*، 1996، دار الثقافة، الدوحة.

عبد اللطيف سليمان عثمان الحاج، هيثم إبراهيم محمد محمود. "مفهوم الاقتصاد الإسلامي النشأة و التطور." (2018).

النبهاني، تقي الدين. *النظام الاقتصادي في الاسلام*، 2004، دار الأمة للطباعة والنشر والتوزيع.

الطريقي، عبدالله. *الاقتصاد الإسلامي أسس ومبادئ وأهداف*. جامعة الملك سعود، مؤسسة الجريسي للتوزيع والإعلان، الرياض

Additional Resources

سلطان جاسم النصر اوي. "السياحة الحلال (السياحة الصديقة للمسلمين): الواقع التحديات". مركز الفرات للتنمية والدراسات الاستراتيجية. 2022.

إدريس قسيم. *الدول العربية في الشرق الأوسط وشمال إفريقيا: الهشاشة وعوائق الديمقراطية قبيل أزمة كوفيد العالمية*. مركز الجزيرة للدراسات. 2022.

جون ب. ألترمان* - (مركز الدراسات الاستراتيجية والدولية) 21/7/2022
ترجمة: علاء الدين أبو زينة. "الانتقال الذي نحتاجه في الشرق الأوسط" الغد. 2022

زياد الرفاتي. "القطاع السياحي ركيزة أساسية في الاقتصاد والتنمية". الغد. 2018.

إبراهيم سيف، أحمد فاروق غنيم. "القطاع الخاص في مصر بعد الثورة." مركز مالكوم كير-كارنيغي للشرق الأوسط. 2013.
عبد اللطيف بن عبدالله العبد اللطيف. "القيم الأخلاقية وتأثيرها في السلوك الاقتصادي الإسلامي." جامعة أم القرى. 2017.

CET Syllabus of Record

- "الاقتصاد الرقمي يمكن أن يحقق منافع هائلة لمنطقة الشرق الأوسط وشمال أفريقيا" بيان صحفي. البنك الدولي. 2022.
- "إيكونوميست: هل لرمضان آثار سلبية في اقتصاد الدول المسلمة؟" وكالات الحدث. 2016.
- عبد الحافظ الصاوي. "الدور الاقتصادي للدولة في المفهوم الإسلامي." الجزيرة. 2015.
- "الاستهلاك.. إفناء السلعة". الجزيرة. 2016.
- محمد أسامة. "تطور الاستهلاك.. كيف استطاعوا أن يبيعوا لنا الماء؟" الجزيرة. 2017.
- نبيل الفولي. "اقتصادنا من منظور رمضاني". الجزيرة. 2010.
- كلاوس شواب. "توجيه الشرق الأوسط إلى المستقبل". الجزيرة. 2016.
- زياد الدباس. "80% من الشركات العائلية الأردنية تختفي قبل أن تصل للجيل الثالث". عمون. 2014.
- ٢٠٠٨ ، مؤتمر العمل الدولي، الدورة ٩. التقرير الخامس. مهارات من أجل تحسين الإنتاجية ونمو العمالة والتنمية البند الخامس من جدول الأعمال مكتب العمل الدولي، جنيف. لطبعة الأولى ، ٢٠٠٨
- اللجنة الاقتصادية والاجتماعية لغربي آسيا. الطبقة الوسطى في البلدان العربية قياسها ودورها في التغيير. الأمم المتحدة. 2014.
- رندة عطية. "الاقتصاد الثقافي.. حين يكون الإبداع أبرز روافد التنمية". نون بوست. 2020.
- إسراء سيد. كيف تنعش الأعياد الأسواق العربية؟ نون بوست. 2022.
- عبد الإله بلقزيز. "من الاستهلاك إلى الاقتصاد الاستهلاكي". سكاى نيوز عربية. 2021.
- السياحة الثقافية ووباء كوفيد-19. أهداف التنمية المستدامة. UNWTO.
- عماد عبد الرازق. "أبو ذر الغفاري... الاشتراكي النائر على الرأسمالية الأموية." أصوات أونلاين. 2021.
- "أصول مختلفة لكُنِيَّات العائلات السورية." العرب. 2022.

Outline of Course Content

Each topic is covered in 3-4 weeks.

Topic 1 – Culture and Economics

- Relationship between culture and economics
- Islamic economics and human investment (children, boys, men, women, etc.)

CET Syllabus of Record

- Understanding economics relationship to technology, culture, production, consumerism, ownership, exchange regimes

Topic 2 – Ethics and Religion

- Ethics of Islamic economics in comparison to other systems; differentiation between systems
- Impacts of Islam on economics during Ramadan with respect to ownership, inheritance, Islamic customs and charity, Eid
- Role of Islamic principles versus practices with respect to economics

Topic 3 – Business and Banking

- Gifting and exchanges in the context of modern Middle Eastern economics
- Offers and orientation of business practices towards consumers
- Islamic banking and differentiation between other types of banks
- Cultural and religious influences from historical traditions of feudalism, slavery, and class systems on the economics of the Middle East
- Case studies: tourism and telecommunications (cultural and religious impacts on marketing)
- Economics and identity: professions as a source of family names and nicknames, (نجار، حداد) صباغ، كنفاني، صباغ

Topic 4 – Comparative Systems

- Islamic economic systems in comparison to socialist and capitalist economic systems
- Transition of Middle Eastern economies first from “family” structures to business and companies
- Strengths in culture with respect to land, government, water, foreign interactions, exchange regimes