California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: September 11, 2014

Department of Modern Languages, Philosophy & Socio-Cultural Studies

A.   Protocol

      Course Name: Contemporary Arabic Culture
      Course Number: ARB 341
      Credits: 3
      Prerequisites: None
      Maximum Class size (face-to-face): 35
      Maximum Class size (online): 35

B.   Objectives of the Course:
      At the completion of the course, students will be able to:

      1. Apply their knowledge of the literary, linguistic, geographic, historical, social,
          cultural, political, and artistic aspects of the Arab world today.
      2. Interpret and discuss specific cultural, religious, and social customs involved in Arab-
          Muslim behavior and practices.
      3. Identify and discuss issues regarding diversity, stereotyping, and prejudice.

C.   Catalog Description:
      This course will engage students in the study of a variety of artistic and socio-cultural
      aspects of the modern Arab world. There will be an emphasis on representative cultural
      artifacts (from literature and other arts) that have come to define the region, as well as on
      culturally specific constructions of gender, ethnicity, race, and diversity. Special attention
      will be given to the characteristics of the Arabic language, family, gender relations, the
      Arab experience in the U.S., Arab-American relations, the role of the past, social change,
      Arab literature, art and music. It promotes tolerance and understanding by providing
      students with a realistic view of the cultural contours of the modern Arab World and the
      richness of the Arab cultural heritage.

D.   Outline of the Course may include the following topics:
      1.   Introduction
                  Syllabus Available on D2L
                  Who are the Arabs? By Steve Tamari
                  Understanding Arabs: A Contemporary Guide to Arab Society: Chapter 1

      2.   Arab Identity and Issue of Diversity and Integration

The History of the Arab people, pp. 253-279
Understanding Arabs: A Contemporary Guide to Arab Society: Chapter 11

12. Arab Thought: Problems of Renewal, Modernity and Transformation
The Arab World, Society, Culture and State, pp239-265
The History of the Arab People, pp. 283-315
Understanding Arabs: A Contemporary Guide to Arab Society: Chapter 12

13. Changing Ways of Life and Thought
The History of the Arab People, pp. 317-345
Understanding Arabs: A Contemporary Guide to Arab Society: Chapter 13

14. Changing Societies
The History of the Arab people, pp. 353-384
Understanding Arabs: A Contemporary Guide to Arab Society: Chapter 14

15. Arab Unity and Disunity
The History of the Arab People, pp. 389-443
Understanding Arabs: A Contemporary Guide to Arab Society: Chapter 15 &16

E. Teaching Methodology:

1) Traditional Classroom Methodology:
Cooperative learning is the major teaching method in this course. The instructor will serve as a facilitator to the learning process in class. We will work together to learn more about Arabic culture by keeping up with the required readings and doing the required class work. To this end, the instructor will use short lectures, videos, group work papers and presentations, homework, and class discussion. It is expected that all students will take part in these discussions.

2) Online Methodology:
Quality Matters^{TM} Statement – The online course follows the standards of the Quality Matters^{TM} rubric.

This class will be offered online. Cooperative learning is the major teaching method in this course. The instructor will serve as a facilitator to the learning process in class. We will work together to learn more about Arabic culture by keeping up with the required readings and doing the required class work. To this end, the instructor will use short lectures, videos, group work papers and presentations, homework, and class discussion. It is expected that all students will take part in these discussions.

F. Suggested Texts:
Nydell, Margaret K (2012). *Understanding Arabs: A Contemporary Guide to Arab Society.* 5th Edition

Barakat, Halim (1993) *The Arab World, Society, Culture and State*. Berkeley: U California Press.

Hourani, Albert (1991) *A History of the Arab People*. Cambridge: Harvard U Press.

Additional readings will be available on D2L.

G. Assessment Activities:
1) Traditional Classroom Assessment:

Quizzes/Exams	30%
Paper(s)	20%
Presentation(s)	20%
Class Discussions/Participation	30%

2) Online Assessment:

Online Quizzes/Exams	30%
Paper(s)	20%
Online Presentation(s)	20%
Online Discussions/Participation	30%

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) <u>each semester</u> to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Building – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: www.calu.edu (search "disability")

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I.   Supportive Instructional Materials, e.g. library materials, web sites, etc.
      Video and audio tapes dealing with Arabic culture will be made available.

<p align="center">Additional Information for Course Proposals</p>

J.   Proposed Instructors:
      Qualified Instructor to teach Arabic.

K.   Rationale for the Course:
      Even before the 9/11 terrorist attacks on the World Trade Center and the Pentagon, Arab-Americans faced sweeping stereotypes about their culture and religion. A number of Hollywood films and television shows depicted Arabs as villains, if not outright terrorists, as well as misogynistic brutes with backward and mysterious customs. Moreover, Hollywood has largely portrayed Arabs as Muslims, overlooking the significant number of Christian Arabs who live in the United States and the Middle East alike. The media's racial stereotyping of Middle Eastern people has sometimes produced unfortunate consequences, including hate crimes, racial profiling, discrimination, and bullying. This course will serve as guide to understand the contemporary Arabic culture and bridge the gaps and clear the misconceptions that people have about Arabs.

L.   Specialized Equipment or Supplies Needed:
      Specialized equipment or supplies are not needed for course instruction.

M.   Answer the following questions using complete sentences:

      1. Does the course require additional human resources? (Please explain)
         The course does not require additional human resources.

      2. Does the course require additional physical resources? (Please explain)
         No, additional physical resources are not required.

      3. Does the course change the requirements in any particular major?
         (Please explain)
         No, the course does not change any major requirements.

      4. Is the course replacing an existing course? (If so, list the course)
         No, the course does not replace an existing course.

      5. How often will the course be taught?
         The course will be offered once a year.

6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)
No, it does not duplicate an existing course in another Department or College.

7. What is the recommended maximum class size for this course?
The recommended maximum class size for this course is 35.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.
No, the proposed course does not include substantial material that is traditionally taught in another discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

It will be proposed for consideration as menu course for General Education in Humanities and Multi-Cultural Awareness.

We are requesting Contemporary Arabic Culture ARB 341 to be included in the general education menu because it is a course that satisfies the rubric "Humanities." Students who want to take this class have been asking about using it to satisfy their "Humanities" requirement. This class introduces students to the Arabic culture. The students will learn the cultural information about the customs and traditions of the Arabs. Thus, it fits perfectly under the general heading of "Humanities."

We are requesting Contemporary Arabic Culture ARB 341 to be included in the general education menu because it is a course that satisfies the rubric "Multi-Cultural Awareness." Students who want to take this class have been asking about using it to satisfy their multi-cultural awareness requirement. This class introduces students to the Arabic culture. The students will learn the cultural information about the customs and traditions of the Arabs. Thus, it fits perfectly under the general heading of "Multi-Cultural Awareness."

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.
1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10.   Online courses must follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.