ARABIC STUDIES

(Div I, with some exceptions as noted in course descriptions)

Chair: Professor Magnus Bernhardsson

- Radwa M. El Barouni, Visiting Lecturer in Arabic Studies
- Brahim El Guabli, Assistant Professor of Arabic Studies
- Amal Eqeiq, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave Fall 2020
- Lama Nassif, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program

Middle Eastern and Maghrebi Studies is a vibrant, growing, and important field in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for interdisciplinary and multidisciplinary study of Arab, Islamic, North African and Middle Eastern literatures, art, film, history, religion and politics.

THE MAJOR IN ARABIC STUDIES

Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:

- ARAB 101-102 Elementary Arabic
- ARAB 201 Intermediate Arabic I
- ARAB 202 Intermediate Arabic II
- ARAB 301 Advanced Arabic I
- ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (DIV I) and at least one from politics, religion, economics, history, etc. (DIV II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, adding up to a total of at least nine courses.

Up to four courses from approved study abroad programs may be counted toward the major.

THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

Required Courses

- ARAB 101
- ARAB 102
- ARAB 201
- ARAB 202
- ARAB 301
- ARAB 302

At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

THE DEGREE WITH HONORS IN ARABIC STUDIES

Prerequisites
Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

**Timing**

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

**Characteristics of the Thesis, Evaluation, and Major Credit**

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (ARAB 493-W-494)—is 10, i.e., one of the thesis courses may substitute for one elective.

**STUDY ABROAD**

**FAQ**

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. We may need specific information (assigned readings) to determine whether the course counts for Div I or II major credit.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No. Students can receive credit toward the major’s language requirements from for-credit summer language programs like Middlebury, etc. These count toward the 4-course maximum.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Make sure you have the needed number of Div I and Div II courses for the major. Know the difference.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then...
learned they wouldn’t:

It has happened, but we try to be as flexible as possible.

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**ARAB 101 (F) Elementary Arabic**

This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on “formal Arabic” (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

**Class Format:** In Fall 2020, this course will be remote with some aspects of in-person training when applicable.

**Requirements/Evaluation:** tests, daily homework, active class participation, a skit, a culture portfolio, and engagement in a variety of co-curricular activities

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students considering a major in Arabic Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the Winter Study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

**Distributions:** (D1)

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**ARAB 102 (S) Elementary Arabic**

This is the second semester of the Beginning Arabic sequence. It builds on the foundation of Arabic competence that you established in Arabic 101, and will continue to develop your competence in Modern Standard Arabic and one variety of spoken Arabic. The course will continue to focus on day-to-day situations and familiar topics from the immediate environment while expanding the range of topics, tenses, pronouns, and materials that students will learn and deploy in their daily engagement with the course content. The second term will broaden the scope of linguistic and cultural tasks students are expected to perform.

**Class Format:** five hours a week

**Requirements/Evaluation:** quizzes, daily homework, active class participation, presentations, skits, writing assignments, and a variety of culture-centered activities.

**Prerequisites:** ARAB 101

**Enrollment Limit:** 20

**Enrollment Preferences:** In case the course is overenrolled, the instructor will require all potential students to submit a 200-word essay in which they explain why their reasons for taking it.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

**Distributions:** (D1)
ARAB 109  The Iranian Revolution  (DPE) (WS)

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading:

Distributions:  (D2)  (DPE)  (WS)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ARAB 111  (F)  Movers and Shakers in the Middle East

Cross-listings: ARAB 111  HIST 111  LEAD 150

Secondary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 111  (D2)  HIST 111  (D2)  LEAD 150  (D2)

Attributes: GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Not offered current academic year
ARAB 201 (F) Intermediate Arabic I (DPE) (WS)
This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

Class Format: Three 75-minute sessions. The class will be taught remotely synchronously three times a week, with asynchronous online material.

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2020
SEM Section: R1  MWF 10:00 am - 11:15 am  Radwa M. El Barouni

ARAB 202 (S) Intermediate Arabic II
As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic and one variety of spoken Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be Al-Kitaab fii Ta'allum al-'Arabiyya Part II but outside materials from diverse media such as television and newspapers will also be included. Class will be conducted in Arabic.

Class Format: class meets four hours a week in two 75-minute sessions and one 50-minute session. An additional conversation session is required.

Requirements/Evaluation: active participation, daily homework, writing portfolio, oral components, quizzes, midterm exam, and final exam

Prerequisites: ARAB 201 or placement test

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021
LEC Section: 01  TBA  Lama Nassif

ARAB 207 (F) The Modern Middle East (DPE)
Cross-listings: HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207

Secondary Cross-listing
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be
evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East  JWST Elective Courses  LEAD Facets or Domains of Leadership

Not offered current academic year

ARAB 209 (S) Saharan Imaginations  (DPE) (WS)

**Cross-listings:** ARAB 209  ENVI 208  COMP 234

**Primary Cross-listing**

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Approached mainly through the prism of adventure and exploitation, the desert is portrayed as a dead space. However, literature and film furnish a unique opportunity to engage critically with the ways Maghrebi and Middle Eastern culture production represents deserts and raises issues of fundamental importance to these societies. This course offers students the opportunity to engage in close readings of novels and film through the theme of the Sahara and Saharan space. Reading through the politics of human mobility and life in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Saharan sub-genre of African and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Deconstructing reductive Saharanism, students will see the desert for what it is, rather than what it is portrayed to be or stand for.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and certificate students will be given priority if the course is overenrolled.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives
ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Not offered current academic year

ARAB 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: ARTH 212 ARAB 212 REL 210

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 212 (D1) ARAB 212 (D1) REL 210 (D2)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: HIST 110 WGSS 110 ARAB 215

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARTH 222 ARAB 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.
Class Format: discussion
Requirements/Evaluation: midterm, Glow posts, term project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 222 (D1) ARAB 222 (D1)
Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.
Not offered current academic year

ARAB 227 (F) Language and Society: What Does Your Speech Say About You?
Cross-listings: ANTH 227  ARAB 227
Primary Cross-listing
Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.
Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 227 (D2) ARAB 227 (D1)
Attributes: Linguistics
Not offered current academic year

ARAB 234 (F) What is Islam? (DPE)
Cross-listings: ARAB 234  REL 234  GBST 234  HIST 208
Secondary Cross-listing
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern
historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 234 (D2) REL 234 (D2) GBST 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

ARAB 236 (S) Reading the Qur'an

Cross-listings: ARAB 236 COMP 213 REL 236 GBST 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 236 (D2) COMP 213 (D1) REL 236 (D2) GBST 236 (D2)

Spring 2021

SEM Section: 01 TBA Saadia Yacoob

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: REL 242 WGSS 242 ARAB 242

Secondary Cross-listing
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences.

Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2021

SEM Section: 01 TBA Saadia Yacoob

ARAB 243 (F) Islamic Law: Past and Present

Cross-listings: ARAB 243 WGSS 243 REL 243 HIST 302

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental
ARAB 249  (F)  Trauma and Memory in Maghrebi and Middle Eastern Literatures  (DPE) (WS)

Cross-listings:  ARAB 249  COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation:  regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  Arabic Studies majors and certificate students

Expected Class Size:  19

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes:  Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes:  Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Attributes:  GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 257  (F)  Iran, Islam, and the Last Great Revolution

Cross-listings:  ARAB 257  PSCI 257

Secondary Cross-listing

The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of individual ordinary citizens, that stands as the signal quality of modernity. The notion that post-revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?
ARAB 257 (D1) PSCI 257 (D2)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Fall 2020
SEM Section: R1 TR 9:45 am - 11:00 am M 10:00 am - 11:15 am Lama Nassif

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)
A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students’ listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Class Format: course offered remotely
Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects
Prerequisites: ARAB 301 or equivalent
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies, or students who completed ARAB 301
Expected Class Size: 6
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to the weekly writing assignments of 400-word essays, students will produce four portfolios that will involve a careful process of revisions. Each portfolio will include a series of critical reflections on graphic novels and visual storytelling in Arabic. The portfolio will be based on rigorous research in Arabic resources, summary and essays that can range to 800 words.

Difference, Power, and Equity Notes: As a content course, ARAB 302 will focus on graphic novels, graffiti and caricature in contemporary Arab visual culture. Most of the texts assigned will address the particularity of political language involved in this form and its popularity among Arab youth (and adults) as a cultural expression of dissent. The selected texts will also expose students to stories about class struggle, gender inequality, the social struggles of immigrants and refugees.

Spring 2021
LEC Section: 01 TBA Amal Eqeiq

ARAB 307 (F) To Die For? Nationalism in the Middle East (DPE)

Cross-listings: ARAB 307 HIST 307

Secondary Cross-listing
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie."
This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and
challenges to sovereignty.

Class Format: A hybrid course for students who are both on campus and remote. Depending on the number of students, the course will primarily be taught seminar style on campus following appropriate social distancing guidelines or in the tutorial format with a mix of on campus and remote groups. Some class meetings may be remote and asynchronous but this will mostly be a synchronous campus class.

Requirements/Evaluation: There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

Expected Class Size: 8-10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 307 (D2) HIST 307 (D2)

Difference, Power, and Equity Notes: This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

Attributes: HIST Group E Electives - Middle East

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Magnús T. Bernhardsson

ARAB 308 (S) The Nile (DPE)

Cross-listings: HIST 308 ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 308 (D2) ARAB 308 (D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern
In the past few months, images of dolphins appearing in the Venetian canals, and wild animals roaming eerie looking post-apocalyptic deserted streets have gone viral. The majority of these images have proven to be fake, however their popularity was witness to people's hope that we can "reset" the environment and a yearning to reframe animals' positionality vis-à-vis their habitats and humans. Using critical lenses from ecocriticism and animal studies, we will be exploring texts from non-Western traditions in which animals figure strongly from pre-modern times to the age of the Anthropocene. The focus will be on Arabic, Persian and Turkish texts all in translation. The course will be traversing several genres and texts from Pre-Islamic poetry, the Quran, the 10th century Ikhwān as-Safā's epistle *The Case of Animals versus Man Before the King of the Jinn*, the fables of *Kalila and Dimna*, Farīd ed-Dīn Ṭūrā's *Conference of Birds*, travelogues, paintings, contemporary film till we reach recent fiction with cyborgs and drones. Throughout the course, we will be examining themes such as diverse conceptualizations of what it means to be an "animal", what constitutes' animal agency and animal subjectivity irrespective of humans and their often utilitarian lens. We will do this by investigating how animals through these texts have been represented, imagined and reconfigured whether allegorically or otherwise as communities and in relation to humans and the environment and the implications of that. Finally, we will explore what a poetics of animal studies in these cultural and literary traditions could look like. The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Class Format:** This class will be offered remotely synchronously twice a week (75 minutes each session), in addition to prerecorded asynchronous material at times.

**Requirements/Evaluation:** The course will consist of multiple forms of evaluation like participation, Glow posts, essays, experiential reflections and creative tasks.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors, Comparative Literature Majors, Environmental Studies Majors and Arabic certificate holders.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 323 (D1) ARAB 323 (D1) ENVI 321 (D1)

**Difference, Power, and Equity Notes:** This course deals with different literary traditions and their aesthetics. The approach is both synchronic and diachronic by looking at texts and their texts from different time periods and at different genres. The course will be examining what it means to be an "animal" vis-a-vis human beings and their environment and animal agency in these literary traditions as opposed to the often utilitarian lens that animals have often been viewed through.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1  MW 11:45 am - 1:00 pm  Radwa M. El Barouni
importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as epistêmê and as technê to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (The Mehlis Report by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (Granada by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 329 (D1) HIST 303 (D2)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Not offered current academic year

ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)

Cross-listings: ARAB 331 COMP 332

Primary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulfl the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 331 (D1) COMP 332 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 332  (F)  Islam and Feminism

Cross-listings:  WGSS 334  REL 332  ARAB 332

Secondary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women’s, Gender and Sexuality Studies, History majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 334 (D2) REL 332 (D2) ARAB 332 (D2)

Not offered current academic year

ARAB 346  (S)  Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean  (DPE)

Cross-listings:  ARAB 346  COMP 346

Secondary Cross-listing

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a
ARAB 363  (F)  Where are all the Jews?  (DPE) (WS)

Cross-listings:  REL 268  ARAB 363  COMP 363  JWST 268

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle’s schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews’ departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Class Format: The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

Requirements/Evaluation:  400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

Prerequisites: none

Enrollment Limit:  19

Enrollment Preferences:  students interested in critical and comparative literary, religious or historical studies.

Expected Class Size:  19

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268  ARAB 363  COMP 363  JWST 268

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.
ARAB 368 (F) Arab Women Writers: Remapping Urban Narratives

Primary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolis. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 368 (D1) ARAB 368 (D1) WGSS 368 (D2)

Attributes: GBST Middle Eastern Studies Electives GBST Urbanizing World Electives

Not offered current academic year

ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the
mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** Course will be offered remotely.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D2) HIST 306 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

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Spring 2021

SEM Section: 01  TBA  Amal Eqeiq

**ARAB 397 (S) Independent Study: Arabic**

Arabic Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARAB 401 (F) Arabic Travel Literature and Film** (DPE) (WS)

Arabic travel literature is a very rich genre that spans different periods and geographies. From al-mu‘allaqt al-sab’a (the seven odes) to The Arabian Nights, and from Ibn Battuta to Muhammad Bahi, travel is pivotal to Arab people's understanding of themselves and the world around them. Even today, one hears phrases, such as "emigrate in order to become healthier," which point to the fact that travel had been and remains a defining element of Arab-Islamic culture. This course will draw on poems, dictionary entries, short stories, novels, films, and memoirs to expose students to the ways Arab travelers--ancient and contemporary--understood the world through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the skills they need to work independently and critically on the assigned content.

**Class Format:** Both in-person and remote students are welcome in the course.

**Requirements/Evaluation:** presentations, essays, two mid-term papers (3pp.), and final paper (5pp.) in Arabic.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** if the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 5-7
Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write weekly 300-word responses to questions on Glow. The students will also write a reflection paper on one or several works assigned in the course. Students will write two 3pp. papers for mid-terms and a 5pp. final paper. All papers will be written in Modern Standard Arabic (MSA). The instructor will give constant feedback to students to improve their writing in Arabic.

Difference, Power, and Equity Notes: Students will understand how travel writing is enmeshed in power relations. Students will emerge from the course knowing that travel, exoticism, and representations of the other are not innocent. Students will grapple with issues of misrepresentation and exaggeration of other people's manners, cultural traditions, and gender roles.

Attributes: FMST Core Courses

Fall 2020

SEM Section: H1 MW 1:30 pm - 2:45 pm Brahim El Guabli

ARAB 408 (F) Appropriating History. Who Owns the Past? (DPE) (WS)

Cross-listings: HIST 489 ARAB 408

Secondary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.

Enrollment Limit: 10

Enrollment Preferences: Seniors and to History and Arabic Studies majors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Attributes: HIST Group E Electives - Middle East

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardsson
ARAB 409  (F)  Crescent, Cross, and Star. Religion and Politics in the Middle East

Cross-listings:  GBST 409  ARAB 409  HIST 409

Secondary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation:  class participation and a 25-page research paper

Prerequisites:  none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

Enrollment Limit:  19

Enrollment Preferences:  History majors

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

Attributes:  GBST Middle Eastern Studies Electives  JWST Elective Courses

Not offered current academic year

ARAB 411  (F)  Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings:  REL 321  HIST 411  ARAB 411

Secondary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation:  several short response papers and a 20- to 25-page final paper

Prerequisites:  none

Enrollment Limit:  12

Enrollment Preferences:  seniors, especially History and Arabic Studies majors

Expected Class Size:  12

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 321 (D2) HIST 411 (D2) ARAB 411 (D2)

Attributes:  HIST Group E Electives - Middle East

Not offered current academic year

ARAB 412  Advanced Readings in Contemporary Arabic Literature

This course, taught in Arabic, aims at providing students with a deeper understanding of contemporary Arab literature. By navigating different literary moments, foci and genres, the course will offer a panoramic view of the contemporary literary map of the region. While the course will focus on some mainstream writers such as the Egyptian Naguib Mahfouz and the Sudanese Tayyib Salih, it will also feature stateless and non-canonical writers such as Alaa Al-Sarky and young poets using 'amiyya' or colloquial Arabic as their main tool of expression. We will read short stories, excerpts from novels,
literary critiques, interviews with authors, examples of classical and lyrical poetry, as well as watch a number of movies based on literary adaptations. Through examining representative literary texts from various parts of the Arab region, students will not only broaden their awareness of the socio-political and cultural dynamics emanating from these works, but will also improve their linguistic and stylistic knowledge of Arabic at more sophisticated levels.

**Requirements/Evaluation:** active participation in class, reading responses, presentations, blogs, quizzes, final paper

**Prerequisites:** ARAB 302 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

*Not offered current academic year*

**ARAB 415 (S) Examining the Arab Cultural Landscape: What does Arabic Media Actually Say (DPE) (WS)**

How does Arabic media represent the Arab landscape? This course will examine Arabic media as a window to the understanding of modern Arab though and culture. It will discuss how issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

**Class Format:** This course will involve two 75-minute sessions in addition to a weekly discussion session with the TA.

**Requirements/Evaluation:** active participation in class, daily assignments, blogs, quizzes, presentation, final project

**Prerequisites:** ARAB 302

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** The course involves extensive writing in which learners reflect on cultural topics applicable to Arabic-speaking countries such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization.

**Difference, Power, and Equity Notes:** The course explores how Arabic media reflects how Arabic societies deal with issues such as political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. We will analyze how these societies engage in discussions around these topics, common to the region, but with different local perspectives.

**Attributes:** FMST Core Courses

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ARAB 416 (S) Arabic Short Stories: Societies, Cultural narratives & Literary aesthetics

In this course we will explore the literary languages of Arabic and as well as various political and socio-economic issues via a selection of short stories that hail from geographically diverse authors. Being attentive to detailed readings of the text, their context, and the environment within which the author composed the text in question, we will weave our way through these short stories, developing the four language skills in addition to cultural competency. Although the course will avoid the monolithic approach of reading these stories as a social document that is a reflection or mirror of their societies, and will be equally concerned with the aesthetics of the Arabic literary narratives, the socio-economic and political issues discussed in the stories will be of relevance to the broader realms of Middle Eastern studies writ large. Tradition vs. modernity, the individual in opposition to the state, and gender issues are just some of the themes that will be discussed. In addition to the short stories provided, the class will engage in complimentary
activities and material, like links to open source online videos and articles to expand on our knowledge of specific Arabic cultural and sociological phenomena. In addition to the short stories, there will be a short list of novels from which each member in the class will choose according to their interests. Reading the novel will be a term long project and will entail one-on-one meetings every two weeks with the instructor and will be tailored according to individual needs.

Requirements/Evaluation: preparation and active participation, response questions and vocabulary building homework, short 2-page essays, midterm video, and end of term paper (5-7 pages)

Prerequisites: ARAB 302 or by permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Arabic Studies students

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARAB 420  (F)  Current Events from the Maghreb and the Middle East

Students in this course will engage with authentic materials from Arabic media, covering the Maghreb and the Middle East. Using original content from newspapers, magazines, websites, TV channels, podcasts, and specialized news outlets, the course will take students from intermediate high to advanced high level. Through their active engagement with the course materials, students will acquire a very diverse vocabulary, strengthen their mastery of Arabic grammar, and perform advanced linguistic skills in Modern Standard Arabic (MSA). Moreover, students in this course will be able to produce substantial narratives about complicated and abstract topics, argue for or against an idea, and discuss a variety of topics in MSA. In addition to enhancing students' listening, speaking, reading and writing skills, close, critical attention will be paid to deepening students' cultural competence. Students are expected to give three presentations through the course of the semester, write weekly response papers in Arabic, participate in a collective project, and produce a final paper about a topic of their choosing in consultation with the instructor.

Requirements/Evaluation: active participation, three presentations, collaborative project, final paper

Prerequisites: ARAB 302 or permission of the Instructor

Enrollment Limit: 15

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARAB 427    Revolutions & Revolutionaries in the Arab World's Modern History  (DPE) (WS)

What is the difference between a [Thawrah] (revolution), an ['Inqil'b Sha'ab'] (popular led-coup) and an ['Intif''ah] (uprising)? Was the 2011 "Arab Spring" the first time that people in the Arab world had revolted against their governments? Were the 1977 bread “riots” in Egypt an ['Intif''ah] or revolution that was quelled promptly? How does the 1958 coup in Iraq compare to the coup there five years later in 1963 or other coups across the Arab world? What were the role of the Amazigh in North Africa in rebelling against colonialism? In this course, we will be looking transnationally at the different revolutions, uprisings and coups that have taken place in the Arab world in its modern history. Through a variety of medium, the course will explore the socio-political and economic factors that resulted in these instances in history and the effects thereof. We will also be looking at the cultural production that flourished after revolutions, coups and uprisings from the blatantly propagandist to the nuanced and subversive! The course will be entirely in Arabic and aims to take participants from intermediate high to the advanced-mid/high level according to ACTFL standards. The course will be engaging with and developing, on a weekly basis all five language skills: reading, writing, listening, speaking and cultural proficiency and will focus on the language functions that are required at this level. This writing intensive course will consist of multiple forms of evaluation such as participation, debates, presentations, a mid-term video project and an end of year writing project.

Class Format: flipped classroom

Requirements/Evaluation: writing assignments, participation, debates, presentations, a mid-term video project, and an end of year writing project

Prerequisites: having done three years of Arabic language and preferably time abroad

Enrollment Limit: 10
Enrollment Preferences: seniors

Expected Class Size: 6

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be expected to write 5-6 essays during the term, each of which consists of two drafts, in addition to a 5-page end of term paper. The focus in the essays in addition to knowledge of the subject matter, will be syntax, style, cohesion, development of arguments, and collocations. Prompt and detailed feedback will be given for both drafts to ensure improvement.

Difference, Power, and Equity Notes: The course will include material about multiple countries and their peoples in the Arab world while also being attentive to minorities and their status.

Not offered current academic year

ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE)

Cross-listings: ARAB 480 GBST 480 JWST 480 HIST 480

Secondary Cross-listing

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 480 (D2) GBST 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Not offered current academic year

ARAB 493 (F) Senior Thesis: Arabic Studies

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2020

HON Section: H1 TBA Magnús T. Bernhardsson

ARAB 494 (S) Senior Thesis: Arabic Studies

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
Spring 2021
HON Section: 01    TBA     Magnús T. Bernhardsson

ARAB 498  (F)(S)  Independent Study: Arabic
Arabic Independent Study. Topic and methodology will be determined by instructor and student.
Requirements/Evaluation: depends of topic and methodology but could include a translation, a 25 page paper, or a short story
Grading:    no pass/fail option,     yes fifth course option
Distributions: (D1)

Fall 2020
IND Section: H1    TBA     Magnús T. Bernhardsson
Spring 2021
IND Section: 01    TBA     Magnús T. Bernhardsson

Winter Study  

ARAB 31  (W)  Senior Thesis: Arabic Studies
Arabic Studies senior thesis.
Class Format: thesis
Grading:    pass/fail only
Not offered current academic year

ARAB 88  (W)  Arabic Sustaining Program
Students registered for ARAB 101-102 are required to attend and pass the Arabic Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.
Grading:    pass/fail option only
Not offered current academic year

ARAB 99  (W)  Independent Study: Arabic
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading:    pass/fail only
Not offered current academic year