

## ARABIC STUDIES

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

**Chair: Brahim El Guabli**

Assistant Professors: A. Equeiq; Associate Professor: B. El Guabli, L. Nassif; Visiting Assistant Professor: N. Mangialardi

Language Fellow: Salma Mohamed; Teaching Associate: Fedoua Rahmaouy

A. Equeiq (on leave Spring); L. Nassif (on leave Fall, Spring)

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.

Students will be granted 1 credit towards the major (or certificate) for intensive summer language study at department-approved programs. Upon completion of the summer program, students must take a language placement test in order to ascertain the appropriate level for subsequent courses in Arabic at Williams.

### THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of seven 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**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

**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.

### **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.

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

**Prerequisites:** none

**Enrollment Limit:** 18

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

**Expected Class Size:** 16

**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)

Fall 2024

SEM Section: 01 M-F 9:00 am - 9:50 am Amal Equeiq

### **ARAB 102 (F)(S) Elementary Arabic**

This is the second semester of the Beginning Arabic sequence. This course will continue building the listening, speaking, reading and writing skills students acquired in Arabic 101. Arabic 102 will also develop your competence in Modern Standard Arabic (MSA) primarily. The students will be equipped with the vocabulary, reading facility, grammatical skills as well as the cultural competence they need to navigate familiar topics and simple communication situation in MSA. Students will expand the range of topics, grammar, tenses, and pronouns they use to express themselves both orally and in writing in MSA. This second semester will allow students to listen (to), speak, read, and write about a variety of topics that are geared toward consolidating and enriching their prior acquisitions in Arabic.

**Requirements/Evaluation:** weekly quizzes, daily homework, in-class participation, skits, presentations, and recordings. Students are highly encouraged to participate in the events organized by Arabic Studies and the Arabic TAs.

**Prerequisites:** ARAB 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** In the event the course is over-enrolled, priority will be given to students majoring or intending to major in Arabic Studies.

**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)

Fall 2024

LEC Section: 01 Cancelled

Spring 2025

**ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109

Secondary Cross-listing

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.

**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:** 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 109(D2) ARAB 109(D2)

**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 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.

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

**Prerequisites:** ARAB 102 or placement test

**Enrollment Limit:** 18

**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:** 14

**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 2024

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

### **ARAB 202 (S) Intermediate Arabic II**

As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic while increasing their communicative and intercultural competencies, and their knowledge of Arab cultures. 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 in three 75-minute sessions. Additional conversation sessions are required at designated times throughout the semester

**Requirements/Evaluation:** Active daily class participation, daily homework and homework corrections, writing portfolio and portfolio corrections, oral components, quizzes, final exam, and co-curricular activities

**Prerequisites:** ARAB 201 or placement test.

**Enrollment Limit:** 12

**Enrollment Preferences:** Students considering an Arabic major.

**Expected Class Size:** 10

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

**Distributions:** (D1)

Spring 2025

SEM Section: 01 MWF 8:30 am - 9:45 am Nicholas R Mangialardi

### **ARAB 207 (F) The Modern Middle East (DPE)**

**Cross-listings:** REL 239 / HIST 207 / JWST 217 / LEAD 207 / GBST 102

**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, online responses, 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:**

REL 239(D2) ARAB 207(D2) HIST 207(D2) JWST 217(D2) LEAD 207(D2) GBST 102(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 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:** COMP 234 / ENVI 208**Primary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper**Prerequisites:** none**Enrollment Limit:** 14**Enrollment Preferences:** If the course is over-enrolled, students will be required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.**Expected Class Size:** 14**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 209(D1) COMP 234(D1) ENVI 208(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

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE) (WS)****Cross-listings:** HIST 116**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 and the world in general? 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. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, 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, and the memory of this decade, continue to reverberate today.

**Requirements/Evaluation:** Several short papers and a final oral history.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** First-years and sophomores.

**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:**

HIST 116(D2) ARAB 211(D2)

**Writing Skills Notes:** In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

**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 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)**

**Cross-listings:** ARTH 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 what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them 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. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of 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 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

**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 4-5-page papers they will submit, with suggestions for improvement.

**Attributes:** ARTH pre-1800

Not offered current academic year

**ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** COMP 270 / MUS 214

**Primary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**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:**

COMP 270(D1) MUS 214(D1) ARAB 214(D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Not offered current academic year

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

**Cross-listings:** ARTH 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 and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors



**Expected Class Size:** 15

**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.

**Attributes:** ARTH post-1800

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

### **ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World**

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

**Requirements/Evaluation:** Active class participation, assignments, article presentation and leading a class discussion, language learner interview, exam, a final project.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is overenrolled preference will be first given to Arabic majors, then seniors, then juniors.

**Expected Class Size:** 20

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

**Distributions:** (D1)

**Attributes:** Linguistics

Not offered current academic year

### **ARAB 232 (S) Islam in Africa (DPE)**

**Cross-listings:** GBST 232 / AFR 232 / REL 232 / HIST 202

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**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:**

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Not offered current academic year

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

**Cross-listings:** REL 242 / WGSS 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.

Not offered current academic year

### **ARAB 243 (F) Islamic Law: Past and Present**

**Cross-listings:** HIST 302 / ASIA 243 / REL 243 / WGSS 243

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, midterm essay, final essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 17

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

**Distributions:** (D2)

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

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

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

### **ARAB 279 (S) Islam on the Indian Ocean**

**Cross-listings:** REL 279 / ASIA 279 / CAOS 279

#### **Secondary Cross-listing**

While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

**Requirements/Evaluation:** weekly responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

REL 279(D2) ASIA 279(D2) CAOS 279(D2) ARAB 279(D2)

**Not offered current academic year**

### **ARAB 301 (F) Advanced Arabic 1 (WS)**

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

**Requirements/Evaluation:** active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

**Prerequisites:** ARAB 202 or equivalent

**Enrollment Limit:** 8

**Enrollment Preferences:** Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

**Expected Class Size:** 2

**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 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

### **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. 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 Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

**Requirements/Evaluation:** Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 18

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 7

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

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

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Nicholas R Mangialardi

### **ARAB 307 (S) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** 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 the 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, Palestine, 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 do 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.

**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:** 20

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

**Expected Class Size:** 15

**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:**

HIST 307(D2) ARAB 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

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

### **ARAB 308 (F) The Nile (DPE)**

**Cross-listings:** GBST 320 / AFR 350 / ENVI 335 / HIST 308

#### **Secondary Cross-listing**

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity's most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, 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 alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile's future. Is the Nile dying? How has the river, and people's relationship with it, changed over the last century? This course will consider the history of the Nile and its built and natural environment. 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. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers 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:**

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 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

Not offered current academic year

**ARAB 320 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)**

**Cross-listings:** AFR 328 / COMP 335

**Primary Cross-listing**

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

**Requirements/Evaluation:** Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

**Expected Class Size:** 14

**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:**

AFR 328(D2) COMP 335(D1) ARAB 320(D1)

**Writing Skills Notes:** The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

**Difference, Power, and Equity Notes:** The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

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

**Cross-listings:** 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 engulf 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

Not offered current academic year

### **ARAB 332 (F) Islam and Feminism**

**Cross-listings:** REL 332 / WGSS 334

#### **Secondary Cross-listing**

This course examines the relationship between feminism and Islam, exploring Islamic feminism, decolonial feminism, and the critiques of imperialist feminism, homonationalism, and femonationalism. 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 to 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 explore the breadth of Islamic feminist literature, covering: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology. The final part of the course will focus on Muslim feminist and decolonial feminist critiques of feminism and its link to imperialism and the weaponization of gender and sexuality in global discourse.

**Requirements/Evaluation:** weekly responses, midterm essay, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

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

**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:**

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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Saadia Yacoob

### **ARAB 335 (F) Rhymes, Romance, and Revolution: Arabic Poetry in Translation (WS)**

Since pre-Islamic times, poetry has been "the record of Arab history," as an old adage holds. From ancient tribal odes and medieval mystical verse to

modern love lyrics, Arabic poetry speaks to how people of the region have lived and interacted. Yet, beyond just recording, poetry has also played a central role in shaping society, culture, and politics in the Arab world. This course introduces students to the poetic tradition(s) of the region, traversing a broad chronology (early Islamic, medieval, modern) to explore such questions as: what are the themes and structures of Arabic poetry? Which elements have changed or persisted over time? And how is it that even classical Arabic poems continue to resonate with younger generations today? We will consider such questions as we read Arabic poems in translation, analyzing how these texts were composed, recited, set to music, and, sometimes, censored or banned by authorities. Students will become familiar with Arabic poetic genres--Classical, Sufi/religious, Diaspora, Free Verse--as well as major poets in the literary tradition. Readings and discussion will be in English. No knowledge of Arabic or poetry required.

**Requirements/Evaluation:** Daily attendance and participation in class discussion; short essays (1 page) every two weeks, final presentation, and final paper (10-12 pages).

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Arabic majors; Comparative Literature majors

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 10-12 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review throughout the semester with instructor and course Writing TA.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicholas R Mangialardi

#### **ARAB 340 (S) Arab Women Memoirs: Writing Feminist History (DPE) (WS)**

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

**Requirements/Evaluation:** Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses



Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

**ARAB 360 (F) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** RLFR 360 / ARTH 460 / ARTH 560 / COMP 361

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Conducted in French.

**Requirements/Evaluation:** For undergrads: Active participation, 8 1-page response papers, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, 8 response papers, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** Any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 2 spots will be offered to Grad Art students.

**Expected Class Size:** 15

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

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

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

RLFR 360(D1) ARTH 460(D1) ARTH 560(D1) ARAB 360(D1) COMP 361(D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Katarzyna M. Pieprzak

**ARAB 363 (S) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** COMP 363 / REL 268 / 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.

**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:** 14

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

**Expected Class Size:** 14

**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:**

COMP 363(D1) REL 268(D2) JWST 268(D2) ARAB 363(D1)

**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. 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.

**Attributes:** JWST Core Electives

Not offered current academic year

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

**Cross-listings:** COMP 369 / HIST 306 / GBST 369

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, Amazigh poetics in the Maghreb, 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? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**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- to 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:**

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

**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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Egeiq

#### **ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures 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 analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

**Requirements/Evaluation:** Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

**Prerequisites:** 302 or equivalent.

**Enrollment Limit:** 10

**Enrollment Preferences:** Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

**Expected Class Size:** 6

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

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

**Writing Skills Notes:** Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

**Difference, Power, and Equity Notes:** The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Not offered current academic year

#### **ARAB 403 (S) Beyond the Letter: Visual Culture in the Arabic-Speaking World (DPE) (WS)**

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will active advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

**Requirements/Evaluation:** Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3pages; two in-class presentations; a final 10-pages essay.

**Prerequisites:** ARAB 302

**Enrollment Limit:** 10

**Enrollment Preferences:** ARBIC

**Expected Class Size:** 7

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

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

**Writing Skills Notes:** Students will write 2-3 pages weekly and will produce a 10-pages essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

**Difference, Power, and Equity Notes:** This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.

Spring 2025

SEM Section: 01 MW 11:00 am - 12:15 pm Amal Equeiq

#### **ARAB 404 (S) Topics in Contemporary Arab Cultures (DPE) (WS)**

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other 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. Taught in Arabic.

**Class Format:** The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

**Requirements/Evaluation:** Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 18

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

**Expected Class Size:** 7

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

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

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Not offered current academic year

#### **ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)**

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned.

Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

**Requirements/Evaluation:** Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

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

**Expected Class Size:** 8

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

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

**Writing Skills Notes:** Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Not offered current academic year

#### **ARAB 407 (F) Arabic Poetry: A Musical Introduction (DPE)**

For over a thousand years, poetry has served as a wellspring for Arabic song lyrics, creating an intimate bond between word and melody. Some of the most renowned Arab poets are those whose words were set to music, to be chanted by master singers and ordinary people alike. In this course, we explore Arabic poetry through the lens of song. Journeying between ancient verse and contemporary compositions, we will consider such questions as: What are the themes, structures, and linguistic features of Arabic poetry? How has it changed over time? And why is it that even classical Arabic poems can become modern pop hits circulating everywhere from Marrakesh to Muscat? We will consider such questions as we read and listen to Arabic poems, analyzing themes related to politics, identity, religion, and gender in Arab society. Students will become familiar with Arabic poetic genres--Classical, Andalusian, Mahjar, Free Verse--as well as major singers since the twentieth century. Readings and discussion will be in Arabic.

**Requirements/Evaluation:** Regular participation in class discussion; weekly presentations and listening assignments; biweekly one-page unit responses; final project on an Arab poet/poem.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 10

**Enrollment Preferences:** Arabic Studies majors.

**Expected Class Size:** 5

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

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

**Difference, Power, and Equity Notes:** Through the lens of Arabic poetry, this course critically examines artistic expression and contemporary issues of literary and media censorship in the Arab world. Students explore cultural productions to gain awareness of how poets and singers have challenged conventional power dynamics related to gender, race, and religion. Students also study the circulation of people and texts over national borders to form nuanced understandings of migration in/around the region and global flows of culture.

Fall 2024

SEM Section: 01 Cancelled

#### **ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** HIST 413 / GBST 413 / ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**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 413(D2) GBST 413(D2) ARAB 413(D2) ENVI 413(D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

**ARAB 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)**

**Cross-listings:** GBST 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

**Requirements/Evaluation:** Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors and Global Studies concentrators.

**Expected Class Size:** 15

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

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

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

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

**Writing Skills Notes:** This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

**Difference, Power, and Equity Notes:** This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

**Attributes:** HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

### **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 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 2024

HON Section: 01 TBA Brahim El Guabli

**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 2025

HON Section: 01 TBA Brahim El Guabli

**ARAB 497 (F) 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

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and/or Arabic Studies majors

**Expected Class Size:** 2

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

**Distributions:** (D1)

Fall 2024

IND Section: 01 TBA Brahim El Guabli

**ARAB 498 (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)

Spring 2025

IND Section: 01 TBA Brahim El Guabli

**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