



KIIS Morocco Program, Summer 2022

HON 300 / IDST 350: CULTURE AND IDENTITY OF THE ARAB WORLD

Professor: Abdelaadim Bidaoui

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Professor's office hours: on site and by appointment

Syllabus subject to change

Course Description:

The course provides an interdisciplinary overview of major aspects of the Arabic language, culture and national identity. Based on scholarly works, primary texts, and media from the Arab World, the course examines the Arab people's historical background, language varieties, literary traditions, customs, social practices, and representative institutions. The course explores the different aspects that contributed to the formation of present day Arab identity and culture; e.g., historical/older and contemporary realities in the Arab world, social, and political landscape. As one of the world's most influential and major languages, Arabic has and is still viewed as the language of Islam; therefore, the intertwined relationship between religion and language is also examined. In addition, a brief overview of major sociolinguistic topics related to the Arabic language is introduced; e.g., classical, Modern Standard vs. spoken Arabic, dialects, influence of Arabic on other languages, etc. The course will present a rich educational experience for promoting analytic skills and critical insights into a non-Western culture and its complexities.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Rationale (from the course Master Syllabus):

The fundamental objective of this course is to provide students with an understanding of the lives and problems of societies and peoples outside the cultures of the United States and Western Europe. In our global economy and society, these groups have become increasingly prominent in the public lives of Americans. Yet we are reputed to be woefully ignorant of and unwilling to learn about either the unique or the widespread issues and problems which plague other peoples and societies. As the world becomes ever smaller, this ignorance becomes increasingly unviable and at times even dangerous. HONRS 189 will expose students to some of the basic systems and ideas which govern these societies. A principal goal to offer concepts and information that will allow them to approach, critically and intelligently, cross-cultural and non-Western problems, especially those which influence us. Thus, the readings and writings will focus on topics which elucidate and differentiate the patterns of thought and values of those with whom Americans share the world.

Objectives:

- to foster cross-cultural awareness and understanding of difference
- to help students gain factual knowledge about different aspects of the Arabic culture, such as language, identity, history, literature, social behavior, traditions, customs, and art while working both independently and collaboratively
- to allow students recognize that an individual's behavior and viewpoints are influenced by his or her experience and historical and cultural context,
- to help students develop critical skills to locate and evaluate information relevant to culture and to communicate this knowledge both in oral and written modality
- to enable students to critically assess and compare their own cultural practices with practices in the Arab world and point out examples where their own behavior and viewpoints are influenced by their cultural background
- to increase students' sensitivity when interacting with people from different cultures and enable them to see the world from multiple perspectives.

Required textbook:

- Suleiman, Yasir. *The Arabic language and national identity*. Edinburgh University Press, 2003.

An online copy of the book can be found at: <http://qisar.fssr.uns.ac.id/wp-content/uploads/2015/04/Qisar-Yasir-Suleiman-The-Arabic-language-and-national1.pdf>

Required readings:

- Bidaoui, A. (2020). The multilingual nature of spoken Arabic and identity construction in light of Discourse Markers. In *the Routledge Handbook of Arabic and Identity*: 51-64. Routledge.
- Hourani, Albert. 1991. How should we write the history of the Middle East? *International Journal of Middle East Studies* 23 (2): 125-136.
- Jaspal, Rusi, and Adrian Coyle. 2010. Arabic is the language of the Muslims—that's how it was supposed to be. *Mental Health, Religion and Culture* 13 (1): 17- 36.
- Kayyali, Randa A. 2018. Race, religion and identity: Arab Christians in the United States. *Culture and Religion* 19 (1): 1-19.
- Stets, Jan , and Peter Burke. 2000. Identity theory and social identity theory. *Social psychology quarterly*: 224-237.
- Yaghan, Mohammad Ali. 2008. Arabizi: A contemporary style of Arabic Slang. *Design issues* 24 (2): 39-52.

Links to these readings will be provided.

Course Requirements:

- **Classroom Participation:**
Class participation contribute toward 20% of each student's final grade. Class work in this course is accumulative. Thus, if you miss a class, it could be difficult to progress along in coming classes without making up for the missed class. If you do miss a class, it is your responsibility to be informed about the material covered in that class. Acceptable causes for absence include: illness, family emergency, approved educational visits, and serious issues approved by the instructor. **Students who are sick, or who are engaging in self-quarantine, should contact me and participate in course activities remotely if they are able to do so. Students should assume that all due dates and course requirements still apply. Students participating remotely should follow the normal procedures for reporting absences.**
- **Cultural Activities & Reaction Papers:**

Students are expected to attend or take part in at least four cultural activities (once a month) that may serve the need to foster cross-cultural awareness and help in the understanding of difference. This can be in the form of attending a lecture or talk on or outside campus (in person or virtually) that discusses any aspect of a non-Western culture, literature, politics, history ... etc., or watching a non-Western movie.. etc. Students are also required to submit four two-page REACTION PAPERS reflecting on the activities, what they did and what they learned.

- **In-class Presentation:**

Students need to develop a 10-minute presentation to the class about one aspect of the Arab culture. The content of the presentation can be based on research or experience. Please do not replicate the readings or the lecture notes. It is highly recommended to use PowerPoint and to include images, video, or other illustrations in your presentation.

Please be prepared to answer questions that students might ask in class about your presentation. The presentations will be evaluated based on

Content: richness and accuracy of information, comprehensiveness, and use of examples

Organization: coherence and cohesion of the ideas presented

Delivery and length: Smooth delivery within around 10 minutes (not less than 8 minutes)

Interaction with students: the presenter should be prepared to answer questions that students might ask in class about their presentation

- **Final Paper:**

Students will work individually to produce about a 10-page doubled-spaced paper about one aspect of the Arab culture. A brief (100 words) abstract of the paper will be due early in March. I will return these abstracts promptly with comments and my approval (or suggestions for modifications). The final paper should be submitted as a **Word document through Canvas**. The paper is due on April 30th. The final paper should have the following components:

Title: should contain keywords pinpointing the main theme of the paper

Abstract: about 100 words containing (1) the importance of your topic (2) methods used to collect information about it, and (3) main findings

Introduction: 1-2 pages; establish your interest in the topic and why it is important

Methods: 1-2 pages; describe the methods you used to collect information about your topic (scholarly articles, videos, firsthand experience, etc.).

Findings: 5-6 pages; present your findings/arguments about the topic.

Implications: what you have learned through examining this topic and what can be learned in general from understanding this topic.

References:

The Final paper will be evaluated based on the following:

Content: richness, accuracy and originality of information as well as use of examples

□ Organization: coherence and cohesion of the ideas presented and presenting them under different sections and subsections.

□ Structure, Format and length: using the structure of the paper indicated above and an official citation form (APA, MLA, etc.) and abiding by the 10-pages length of the paper

Syllabus:

Note that we may sometimes not be able to abide by the exact readings and assignments in the syllabus.

Week 1	-The Arabic Language and National Identity - Orientalism: Edward Said - Prominent Arab scholars	
Week 2	-The Arabic Language and National Identity : -Setting the Scene -The Past Lives On -Identity Theory and Social Identity Theory	1st Reflection paper
Week 3	-The Arabic Language Unites Us - Arabic language Status & Symbolism - PIERRE BOURDIEU & Habitus - Guest Speaker - Oral Presentations	
Week 4	-Arabic First and Foremost -The Arabic Language and National Identity: Looking Back & Forward - Guest Speaker	2nd reflection paper due

	- Oral Presentations	
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Grade Breakdown:

The students’ final grade will be the culmination of their grades on all class requirements (see above). The students’ final grade will be calculated as follows:

• Class participation	20 %
• Cultural Activities & reaction papers	20 %
• Field trips reports	20%
• In-class Presentations:	10 %
• Final paper	30 %

	Total 100%

This course will be graded based on the following scale:

A+= 97-100%	A= 93-96%	A-= 90-92%
B+= 87-89%	B= 83-86%	B-= 80-82%
C+= 77-79%	C= 73-76%	C-= 70-72%
D+= 67-69%	D= 63-66%	D-= 60-62%
F= below 60		

Academic Conduct:

Students are required to abide by the University’s rules for academic conduct outlined in the Student Code.

It is expected and required of the students to:

- Respect fellow students and the instructor.
- Refrain from making fun of or degrading fellow students, or in any way being an impediment to the learning process.
- Listen politely when others are speaking and respect their opinions. All interaction in class should be conducted in a respectful manner.
- Refrain from disruptive behavior and activities (such as talking out of turn or **using cell phones or laptops**).

Course Adaptations and Accommodations Statement:

Students needing accommodation based on the impact of a disability or sickness should contact the instructor to arrange an appointment as soon as possible to discuss course format, special needs, and potential accommodations. **Students engaging in self-**

quarantine, should contact me and participate in course activities remotely. The Office of Disability Services will assist in versifying needs and advise on accommodation strategies. “If you need course adaptations or accommodations because of a disability, please contact me as soon as possible.

Contingency statement:

In the event that I become incapacitated, a colleague has agreed to take over supervision of the course during my absence. Every reasonable step will be taken to insure the continuity of instruction, including shifting the modality of the course in the short or long term.

Diversity Statement:

We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and world views of those we serve. We promote a culture of respect and civil discourse .

Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student’s final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Deborah Wilkins (270-745-5396 / deborah.wilkins@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.