



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department Arabic Studies, SILC
Prefix ARB Number 331 Title Arabic-Islamic Culture and Literature Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (Required)

Course description: General introduction to the Middle East that synthesizes cultural, social, and literary information. Focuses on the experiences of ordinary Middle Eastern people to convey a grassroots sense of the Middle East.

Requested designation: Global Awareness-G Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Souad T. Ali E-mail souad.ali@asu.edu Phone 480.965.4586

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Nina Berman Date: 7-22-2016

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[G] CRITERIA | | | |
|-------------------------------------|--------------------------|--|----------------------------------|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | |
| <input type="checkbox"/> | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|---------------------------------------|----------------------|
| ARB | 331 | Arabic-Islamic Culture and Literature | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|--|---|
| SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue | SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK. | SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK. |
| 1 & 2acd This course studies the cultural significance of a non-U.S. centered global issue. | The Middle East including the Arab World has been one of the most misunderstood regions in the world. Reflecting the need to understand this volatile area, this course offers a general introduction to the Middle East that synthesizes cultural, literary, ethnographic, and socio-economic information. The course objective is to present and interpret the Middle East/Arab World as a culture area to enhance students' awareness and understanding of Arab/Islamic culture and provide a useful background for students interested in expanding their knowledge on the subject or planning to be involved in Middle East assignments. In addition, focusing on the experiences of ordinary people in the Middle East, the course conveys a grassroots sense of Middle East culture and society. Although the class locates Islam as a major influence in everyday life, it also demonstrates that other factors such as work patterns, community and gender relations are of great importance in shaping | Learning Outcomes Upon successful completion of this course students will be able to articulate cultural, literary, social, religious, and ethnographic events and discourses in Middle Eastern Studies that would enhance their awareness and understanding of Arabic/Islamic Culture and Literature within intellectual, political, and cultural debates in the region, as well as connections with the larger global community. Textbooks (Required) <ul style="list-style-type: none"> • Peoples and Cultures of the Middle East (Daniel Bates and Amal Rassam), Prentice Hall, New Jersey, 2001. • Everyday Life in the Muslim Middle East (Donna Lee Bowen and Evelyn Early), Indiana University Press, 2002. • Memoirs of A Woman's Doctor (Nawal El-Saadawi), City Lights books, Assignments: frequent discussion board posts, essays, research paper Unit Topics Introduction to Islam, Islam as Religion and Culture: Islam: the Religion and the Prophet, Islam as Identity, Islam as Culture; Ethnic Groups in the Middle East: Communal Identities and Ethnic |

| | | |
|--|---|---|
| | <p>individuals' lives, beliefs, and hopes. We will use scholarly books, articles, films, videos, documentaries, and discussion to learn and reflect on the different cultural, religious, political, and social systems of this diverse area.</p> | <p>Groups, Cities and Urban Life, Arab Women: Sources of Social Organization: Kinship, Marriage, and Family, Women and the Moral Order: Identity and Change, The Veiled Revolution, Women in Islam, Local Organization of Power: Leadership, Patronage, and Tribalism, Challenges and Dilemmas: The Middle East Today, Gender Relations, Home, Community and Work, Stereotypical images of the Middle East, Arabs, and Islam, Research how Arab/Islamic cultures and peoples are portrayed in Western media, The Arab-Israeli Conflict, Memoirs of A Woman Doctor, Popular Expression of Religion, Performance and Entertainment, Quran: Sacred Text and Cultural Yardstick.", Documentary on Quran Recitation, Revolution in the Middle East</p> |
| | | |
| | | |
| | | |

**School of International Letters and Cultures
ARB 331: Arabic-Islamic Culture and Literature
Undergraduate Online Course Syllabus – Fall 2017**

WELCOME TO ARABIC 331: WISHING YOU A WONDERFUL SEMESTER

Professor: Dr. Souad T. Ali
Chair: Council for Arabic and Islamic Studies. Director of Arabic Studies
Office: LL 414B, Tempe Campus
Office Hours: T/Th 1 – 2 PM or by appointment
Email: souad.ali@asu.edu
Phone: 480-965-4586

Course Description

The Middle East including the Arab World has been one of the most misunderstood regions in the world. Reflecting the need to understand this volatile area, this course offers a general introduction to the Middle East that synthesizes cultural, literary, ethnographic, and socio-economic information. The course objective is to present and interpret the Middle East/Arab World as a culture area to enhance students' awareness and understanding of Arab/Islamic culture and provide a useful background for students interested in expanding their knowledge on the subject or planning to be involved in Middle East assignments. In addition, focusing on the experiences of ordinary people in the Middle East, the course conveys a grassroots sense of Middle East culture and society. Although the class locates Islam as a major influence in everyday life, it also demonstrates that other factors such as work patterns, community and gender relations are of great importance in shaping individuals' lives, beliefs, and hopes. We will use scholarly books, articles, films, videos, documentaries, and discussion to learn and reflect on the different cultural, religious, political, and social systems of this diverse area.

Learning Outcomes

Upon successful completion of this course students will be able to articulate cultural, literary, social, religious, and ethnographic events and discourses in Middle Eastern Studies that would enhance their awareness and understanding of Arabic/Islamic Culture and Literature within intellectual, political, and cultural debates in the region.

Syllabus Information

As has been the case in academia, the syllabus is regarded as a contract between the student and the professor. It includes the requirements for taking the course and the professor's expectations of your performance and behavior during the course. In return, the professor will honor the specifications of the course as outlined in this syllabus.

Textbooks (Required)

- *Peoples and Cultures of the Middle East* (Daniel Bates and Amal Rassam), Prentice Hall, New Jersey, 2001.
- *Everyday Life in the Muslim Middle East* (Donna Lee Bowen and Evelyn Early), Indiana University Press, 2002.
- *Memoirs of A Woman's Doctor* (Nawal El-Saadawi), City Lights books, 1989 — later in the semester.

Optional background textbook: *An Introduction to Arabic Literature* (Roger Allen), Cambridge UP, 2000.

Course Structure

This course is divided into 15 weekly units detailed below. The units will be uploaded weekly on the Assignment section of Blackboard. Each unit will include the reading and other assignments, due dates, etc., for a given week.

Course Requirements and Grading System

Grades for each assignment will be posted under the grades section on Blackboard throughout the semester.

Weekly Responses and Participation in Discussion 30%

See the Discussion Board and Responses section below for requirements and further details.

Two Short Essays 30% (15% each)

This course will be assessed in part by two short writing essays (5 pages each) on topics related to Arabic/Islamic Culture and Literature. See discussion board for due dates and additional information.

Final Research Paper 40%

The research paper will be on a related course topic, and will be 10 – 15 pages in length. Follow Blackboard for description of all papers.

Grading Scale:

| | | | | | |
|----------|----|---------|----|---------|---|
| 97%-100% | A+ | 83%-86% | B | 60%-69% | D |
| 93%-96% | A | 80%-82% | B- | 59%-0% | E |
| 90%-92% | A- | 75%-79% | C+ | | |
| 87%-89% | B+ | 70%-74% | C | | |

Discussion Board

You are required to read thoroughly; do not just skim over the text. After you carefully read the weekly assigned chapters, watch documentaries, or do any other assigned material for a given week, you are required to respond by posting your comments (a minimum of 300 words or more). The professor reads these comments and responds whenever needed; then a highly respectful discussion ensues. Students have ample time to frame their questions and consider the responses. In addition to the most important objective of learning and expanding your knowledge, an online class also offers the pleasure of getting to know and interact with fellow students who share your interest in the subject of the class. **Respect** is the key word in our Discussion Board and, hence, students must refrain from using disrespectful language as they address each other. Rather than arguing or debating, it would

be helpful and useful to listen and respect each other's ideas even when you disagree with someone. There will be disagreements, no doubt about that. But even this can be quite positive when you deal with it respectfully as you respond to each other. You earn full credit for this assignment by posting your weekly response on time and participating regularly (every week). Missing a week or more of participation will certainly hurt your grade as you lose points.

Responses

Based on the above description, you are required to write a short weekly response of about 300 words approximately or more on the reading, documentaries, and other material assigned for a given week. Your response should reflect your grasp of the reading and your thoughts related to the chapters you have read for that week, documentary you have watched, etc. Your response may have a central idea and support for that idea through providing short quotes from the readings or references to other materials assigned. You should not summarize the text; instead you should explain what new ideas or feelings you experienced from reading a text or watching a documentary. All responses are due early in each week to allow for a meaningful discussion.

Other Class Requirements

- **Readings and Participation:** Do all assigned readings ahead and be prepared to discuss them on the weekly Discussion Board.
- **Attendance and Expected Class Behavior:** As this is an Internet course, you will be in "attendance" (good standing) as long as you actively participate in all assignments. Please do all your assignments by their due dates and you will enjoy the class and earn your grades.

Participation Policy

Students are responsible for coordinating with the professor at least one week in advance of a class or assignment due date in the case of accommodations needed for university-sanctioned religious practices or activities. Please refer to the following ASU policies: *ACD 304-04 "Accommodations for Religious Practices."* and *ACD 304-02 "Missed Classes Due to University-Sanctioned Activities."*

Technology Use Policy

It is the students' responsibility to have appropriate computing/technology resources to complete assignments as necessary and to avoid any delays or problems with completing assignments, fulfilling course objectives and requirements, and communicating. Students should review all course information and familiarize themselves with Blackboard. Students should also plan accordingly to assure no delays in submitting assignments on time. Students are expected to use appropriate internet etiquette on all correspondence and submissions.

Academic Honesty Policy

In Accordance with the College of Liberal Arts and Sciences and Arizona State University Policy, Academic Honesty is the standard of the course. Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Against Threatening Behavior Policy

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Accommodations for Students with Disabilities

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systematic, learning, and psychiatric disabilities. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. *Please notify your Professor at the **beginning** of the semester to discuss any such accommodations for this class in coordination with the ASU DRC coordinator.*

Weekly Schedule

Based on the development of class, this schedule may slightly change and it will be your responsibility to monitor class closely to know what changes have been made.

Week One

Introduction to Islam

- Introduce yourself to class on the online Discussion Board.
- Watch background documentary: "Introduction to Islam"
Part 1 of 3: <http://www.youtube.com/watch?v=ZtBifqmalJY&feature=related>
Part 2 of 3: <http://www.youtube.com/watch?v=RgJjPHljWkg&feature=related>
Part 3 of 3: <http://www.youtube.com/watch?v=fjIKe9hs0DA&feature=related>
- Responses and discussion of documentary will be on the online Discussion Board

Week Two

Islam as Religion and Culture

- Reading assignment: Bates and Rassam: Introduction and Chapters 1 to 3 including "Islam: the Religion and the Prophet," and "Islam as Identity, Islam as Culture."
- Complete responses and discussion on Discussion Board

Week Three

Ethnic Groups in the Middle East

- Reading assignment: Bates and Rassam Chapters 4 and 7 "Communal Identities and Ethnic Groups" and "Cities and Urban Life."
- Complete responses and discussion on Discussion Board

Week Four

Arab Women

- Reading Assignment:
 - Bates and Rassam chapters 8 and 9, "Sources of Social Organization: Kinship, Marriage, and Family" and "Women and the Moral Order: Identity and Change."
 - The Bowen and Early short chapter on "The Veiled Revolution" p. 151 by Elizabeth W. Fernea
- Watch video in Hayden Library, "The Veiled Revolution," based on Fernea's chapter
- View the PowerPoint Presentation on Women in Islam
- Complete responses and discussion on Discussion Board
- **Writing assignment: Short Essay 1 (see Blackboard for exact due date and submission instructions)**

Week Five

- Reading assignment: Bates and Rassam chapters 10 and 11: "Local Organization of Power: Leadership, Patronage, and Tribalism," and "Challenges and Dilemmas: The Middle East Today." Documentary TBA
- Complete responses and discussion on Discussion Board

Week Six

Gender Relations

- Reading assignment: The Bowen and Early chapters on pp. 98-128 including the first three chapters
- View the PowerPoint TBA
- Complete responses and discussion on Discussion Board

Week Seven

Home, Community and Work

- Reading assignment: Bowen and Early Part III pp. 159-238
- Class - Stereotypical images of the Middle East, Arabs, and Islam
- Research how Arab/Islamic cultures and peoples are portrayed in Western media
- Complete responses and discussion on Discussion Board

Week Eight

The Arab-Israeli Conflict

- Class discussion. Discuss what you perceive as the root causes of the Arab-Israeli conflict. What do you see as the future of the region? What have your studies in this and other classes contributed to enhancing your understanding of the problem?
- Watch related documentary TBA
- Complete responses and discussion on Discussion Board
- **Writing assignment: Short Essay 2 (see Blackboard for exact due date and submission instructions)**

Week Nine

- Reading assignment: Nawal El-Saadawi Part One (Chapters 1-3) *Memoirs of A Woman Doctor*
- Additional assigned reading will be posted on Blackboard.
- Complete responses and discussion on Discussion Board

Week Ten

- Reading assignment: Nawal El-Saadawi Part Two (Chapters 3 – 6)
- View the interview with Nawal El-Sadaawi (Black Board)
- Complete responses and discussion on Discussion Board

Week Eleven

- Reading assignment: Bowen and Early Book Continued: “Generations and Life Passages” pp. 18 – 91.
- Complete responses and discussion on Discussion Board

Week Twelve

Popular Expression of Religion

- Reading assignment: Bowen and Early pp. 246-305
- Video (Discussion Board)
- Responses and Discussion – Discussion Board

Week Thirteen

- Reading assignment: chapters from the Bowen and Early section five on "Performance and Entertainment" (pp. 335-376)
- View video TBA
- Complete responses and discussion on Discussion Board

Week Fourteen

- Reading assignment: Roger Allen: Chapter 3: "the Quran: Sacred Text and Cultural Yardstick." (Scanned on Weekly Units)
- Watch Documentary on Quran Recitation (*Tarteel*): available on Discussion Board
- View PowerPoint Lecture TBA
- Complete responses and discussion on Discussion Board

Week Fifteen

Revolution in the Middle East

- Watch an Arabic Movie and Middle East Documentaries TBA
 - Sadaawi on the Egyptian Revolution: <http://www.youtube.com/watch?v=bj4Wr2F188o>
- Discussion of cultural aspects of Movie/Documentaries: Discussion Board
- Course Review
- **Writing assignment: Final Research Paper (see Blackboard for exact due date and submission instructions)**

Important Notice

Based on the development of class, this schedule may slightly change and it will be your responsibility to monitor class closely to know what changes have been made.

Holidays and breaks (no classes on the following holidays and breaks):

- Labor Day: September 4th
- Fall Break: October 7-10
- Veterans Day: November 10
- Thanksgiving: November 23-24

Wishing you an informative and wonderful semester; it's a pleasure to have you on board for this online journey on Arabic-Islamic Culture and Literature.

Tables of Contents

- *Peoples and Cultures of the Middle East* (Daniel Bates and Amal Rassam), Prentice Hall, New Jersey, 2001.

Table of Contents

1. The Setting: Human Geography and Historical Background.
2. Islam: The Prophet and the Religion.
3. Islam as Identity, Islam as Culture.
4. Communal Identities and Ethnic Groups.
5. Pastoralism and Nomadic Society.
6. Agriculture and the Changing Village.
7. Cities and Urban Life.
8. Kinship, Marriage, and the Family.
9. Women and the Social Order.
10. Local Organization of Power: Leadership, Patronage, and Tribalism.
11. Challenges and Dilemmas: The Middle East Today.

Glossary.

References.

Photo Credits.

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- *Everyday Life in the Muslim Middle East* (Donna Lee Bowen and Evelyn Early), Indiana University Press, 2002.

Introduction

Part 1: Generations and Life Passages

Introduction

1. Traditional Songs from Boir Ahmad Erika Friedl
2. Growing Up in Morocco Susan Shaefer Davis
3. Explosion Emily Nasrallah
4. 'Of the Dust and the Wind': Arranged Marriage in Afghanistan Margaret Mills
5. Two Weddings Jenny White
6. Editing al-Fajr: A Palestinian Newspaper in Jerusalem Bishara Bahbah
7. The Son's Return Driss Chraibi
8. The Funeral Driss Chraibi

Part 2: Gender Relations

Introduction

9. Sexuality and Sexual Health of Young Tunisian Women Angel Foster
10. A Thorny Side of Marriage in Iran Erika Friedl
11. Harasiis Marriage, Divorce and Companionship Dawn Chatty
12. Oil, Fertility and Women's Status in Oman Christine Eickelman
13. Law Stories Ziba Mir-Hosseini
14. The Veiled Revolution Elizabeth Fernea

Part 3: Home, Community, and Work

Introduction

15. The Doum Tree of Wad Hamid Tayeb Salih
16. Abortion and the Ethics of Life Donna Lee Bowen
17. Worlds of Beauty in Morocco Susan Ossman
18. Chalk and Dust: Teachers' Lives in Rural Sudan Steve Howard
19. Networking in Cairo Diane Singerman
20. Politics, Politics, and More Politics: Youth Life Experience in the Gaza Strip Brian Barber
21. Islamist Activism in Jordan Quintan Wiktorowicz

Part 4: Popular Expression of Religion

Introduction

22. Inside the Islamic Reformation Dale Eickelman
23. The Sound of the Divine in Daily Life Kristina Nelson
24. Abu Illya and Zakat Donna Lee Bowen
25. An American Woman on the Hajj Michael E. Jansen
26. Abdul Qadar and the Sheep of `Aid al-Adha Donna Lee Bowen
27. Women and Shrines in Shiraz Anne H. Betteridge
28. Transmission of Sunni Islamic Knowledge in Syria Annabelle Boucher
29. Islam's New Interpreters Jon W. Anderson

Part 5: Performance and Entertainment

Introduction

- 30. Syrian Television Drama: Permitted Political Discourse Evelyn A. Early**
- 31. Christmatizing Ramadan Walter Armbrust**
- 32. Moroccan Film-making: A Long Voyage through the Straits of Paradox Kevin Dwyer**
- 33. Prison Literature and Human Rights Susan Slyomovics**
- 34. "To Mount at-Tiyal He Declared": Some Poetry from the Yemeni Civil War Steven C. Caton**
- 35. Sad Songs of the Western Desert Lila Abu-Lughod**

Glossary

Selected Readings

Contributors

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- *Memoirs of A Woman's Doctor* (Nawal El-Saadawi), City Lights books, 1989 — later in the semester.

No table of contents for this novel

Rebelling against the constraints of family and society, a young Egyptian woman decides to study medicine, becoming the only woman in a class of men. Her encounters with the other students as well as with male and female corpses in the autopsy room intensify her search for identity. She realises that men are not gods, as her mother had taught her, that science cannot explain everything, and that she cannot be satisfied by living a life purely of the mind. After a brief and unhappy marriage, she throws herself into her work, becoming a successful and wealthy doctor. But at the same time, she becomes more aware of the injustice and hypocrisy in society. She comes to find fulfilment, not in isolation, but through her relationship with others. This novel will enhance Nawal El Saadawi's international reputation as a writer of power and compassion, deeply committed to the rights of Arab women.

Title *Memoirs of a Woman Doctor*

Author [Nawal El Saadawi](#)

Translated by Catherine Cobham

Publisher City Lights Publishers

Title First Published 1989

Format Paperback

ISBN-10 0872862232

ISBN-13 9780872862234

Publication Date 1989

Main content page count 128

ARB 331 - Arabic/Islamic Culture and Literature

Course description: General introduction to the Middle East that synthesizes cultural, social, and literary information. Focuses on the experiences of ordinary Middle Eastern people to convey a grassroots sense of the Middle East.

Enrollment requirements: None

Offered by: College of Liberal Arts and Sciences

Class Details

Fees: \$30 course fee

iCourse fee: \$50

Books:  [View books for this class](#)

Additional Class Details

Units: 3

Repeatable for credit: No

General Studies: No

Component: Lecture

Session: Session C

Dates: 8/20/2015 - 12/4/2015

Last day to enroll: August 26, 2015

Drop deadline: August 26, 2015

Course withdrawal deadline: November 04, 2015

Instruction Mode: Internet

Reserved Seat Information

Seats in this class have been reserved for students in the specified programs, majors or groups listed below. Reserved seats are subject to change without notice.

| Reserved Groups | Reserved Available Seats | Students Enrolled | Total Seats Reserved | Reserved Until |
|---------------------------------|--------------------------|-------------------|----------------------|----------------|
| On-campus students | 3 | 17 | 20 | n/a |
| Non Reserved Available Seats: 4 | | | | |

 [Back to Search Results](#)