

1.) DATE: 11/2/18	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) PROPOSED COURSE: Prefix: AHU Number: 245 Title: Arabic Culture and Islam Credits: 3	
<p>CROSS LISTED WITH:</p> <p>Prefix:          Number:          ; Prefix:          Number:          ;</p> <p>Prefix:          Number:          ; Prefix:          Number:          ;</p> <p>Prefix:          Number:          ; Prefix:          Number:          .</p>	
4.) COMMUNITY COLLEGE INITIATOR: ANGELA FELIX          PHONE: 480-517-8282 EMAIL: angela.felix@riosalado.edu	
<p>ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.</p> <p>MANDATORY REVIEW:</p> <p><input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).</p> <p><b>POLICY:</b> The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</p> <p><b>AREA(S) PROPOSED COURSE WILL SERVE:</b> A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.</p> <p>5.) <b>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</b>  <u>Core Areas:</u> <b>Humanities, Arts and Design (HU)</b>      <u>Awareness Areas:</u> <b>Select awareness area...</b></p>	
<p>6.) REQUIRED DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Cover Form</p> <p><input checked="" type="checkbox"/> Course Syllabus</p> <p><input checked="" type="checkbox"/> Course Description</p> <p><input checked="" type="checkbox"/> Criteria Checklist for the area</p> <p><input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books</p>	
<p>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</p> <p><input checked="" type="checkbox"/> DECSGSprefix    <input type="checkbox"/> Elective</p> <p>Current General Studies designation(s): HU, G</p> <p>Requested Effective date: <b>2018 Spring</b>      Course Equivalency Guide</p> <p>Is this a multi-section course?      Yes</p> <p>Is it governed by a common syllabus? Yes</p>	
<p>Chair/Director: DAVID RUBI, LANGUAGES IC CHAIR      Chair/Director Signature:</p>	

AGSC Action:    Date action taken:       Approved       Disapproved

Effective Date:    **2018 Spring**

**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Course Syllabus and Sample Lesson Plans
<input type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Course Syllabus and Sample Lesson Plans
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to developing skill in the use of a language.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to teaching skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
AHU	245	Arabic Culture and Islam	HU

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)
1. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, an/or aesthetic experience.	In AHU245, students must demonstrate understanding of the origin and spread of Islam, and be able to explain the influence of Islam in the culture and politics of the Arab world.	See Course Competencies 1, 4, 5 and 9. Additional evidence of meeting this criterion can be found in the following sections of the Course Outline: I. E, F, II. A-I, IV. A-D, V. A-D
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Not only do students learn about the development of Islam as an identity and a culture, but they must demonstrate critical analysis by comparing and contrasting what they have learned with their own philosophical system of thought.	In addition to the lessons devoted to this theme (especially Arabs, Muslims, and Islam Parts 1 and 2 and Challenges and Stereotypes), students will be required to read either CITIES OF SALT, MEN IN THE SUN & OTHER PALESTINIAN STORIES, LEMON TREE, SHARON & MY MOTHER-IN-LAW, GUESTS OF THE SHIEK: AN ETHNOGRAPHY OF AN IRAQI VILLAGE or MARRIED TO A BEDUOIN. They will then write a paper that analyzes the cultural manifestations revealed in the book in light of their historical framework as compared and contrasted with the students' own systems of thought.

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### Arabic Culture and Islam

Course: <b>AHU245</b>	Lecture <b>3.0</b> Credit(s) <b>3.0</b> Period(s) <b>3.0</b> Load
First Term: <b>2013 Spring</b>	Course Type: <b>Academic</b>
Final Term: <b>Current</b>	Load Formula: <b>S</b>

**Description:** A survey of Arab heritage in the Arab world (Middle East). Cultural and social institutions and their contribution to the development of the region and its heritage.

**Requisites:** Prerequisites: None.

**Course Attributes:**

General Education Designation: Global Awareness [G]

General Education Designation: Humanities & Fine Arts [HU]

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#### MCCCD Official Course Competencies

1. Trace the origins of Arab heritage and culture, Arab landmarks, and human diversity. (I)
  2. Describe pastoralism and nomadic society. (I)
  3. Evaluate power, leadership, patronage, and tribalism. (I)
  4. Describe the origin and spread of Islam. (II)
  5. Explain Islam as culture and politics. (II)
  6. Analyze sources of social organizations: kinship, marriage, and the family. (III)
  7. Portray women and moral order. (III)
  8. Analyze communal identities and ethnic groups. (IV)
  9. Summarize the human condition today in the Arab world as it relates to Islam. (V)
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#### MCCCD Official Course Outline

- I. History
  - A. Arabian peninsula
    1. Pre-610 C.E
    2. Hijaz region versus other areas
    3. Landmarks
  - B. Geological foundations, climate, and water
  - C. Population and settlement
  - D. Pastoralism and nomadic society
  - E. Rise of civilization
  - F. Cultural heritage
    1. Language
    2. Poetry
    3. Hospitality
  - G. Power and tribalism
- II. Islam
  - A. The scope of Islam
  - B. The rise of Islam
  - C. Muhammad and his prophecy
  - D. Realm of Islam after Muhammad
  - E. Duties and rituals
  - F. Sources of Islamic law
  - G. Sects among Muslims
  - H. Sufism in Islam

## H. SUHISM IN ISLAM

## I. Islam as culture

## III. Sources of Social Organizations and Women`s Moral Order

- A. Terms of kinship
- B. Family and household
- C. Marriage and marriage arrangements
- D. Post-marital residence and residential patterns
- E. Women and the veil
- F. Sexual modesty
- G. Honor and shame
- H. Changing roles of women in a modern world

## IV. Communal Identities and Ethnic Groups

- A. Ethnicity and race
- B. Language and religion
- C. Non-Muslim communities
- D. Regional ethnic grouping

## V. Islam Arab World Today

- A. Human Condition
- B. Political centralization
- C. Economic development
- D. Social and cultural dimensions of change

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MCCCD Governing Board Approval Date: **12/9/2008**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



## Course Syllabus

### AHU245: Arabic Culture and Islam

### 3 credit hours

#### Course Description:

A survey of Arab heritage in the Arab world (Middle East). Cultural and social institutions and their contribution to the development of the region and its heritage.

**Prerequisites:** None.

There is no required textbook for the class. Materials will be drawn from a variety of sources, including articles, videos, multimedia presentations, and other curated content. However, you are to choose a book to read for the midterm essay.

#### Choose One:

**Title:** Guests of the Sheik: An Ethnography of an Iraqi Village

**Author:** Elizabeth Warnock Fernea

**ISBN-10:** 0385014856

**ISBN-13:** 978-0385014854

**Title:** Sharon and my Mother-in-Law

**Author:** Saud Amiry

**ISBN-10:** 1400096499

**ISBN-13:** 978-1400096497

**Title:** Cities of Salt

**Author:** Abdelrahman Munif

**ISBN-10:** 039475526X

**ISBN-13:** 978-0394755267

**Title:** Married to a Bedouin

**Author:** Marguerite van Geldermalsen

**ISBN-10:** 1844082202

**ISBN-13:** 978-1844082209

**Title:** The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East

**Author:** Sandy Tolan

**ISBN-10:** 1596913436

**ISBN-13:** 978-1596913431

**Title:** Men in the Sun

**Author:** Ghassan Kanafani

**ISBN-10:** 0894108573

**ISBN-13:** 978-0894108570



### Course Competencies:

1. Trace the origins of Arab heritage and culture, Arab landmarks, and human diversity. (I)
2. Describe pastoralism and nomadic society. (I)
3. Evaluate power, leadership, patronage, and tribalism. (I)
4. Describe the origin and spread of Islam. (II)
5. Explain Islam as culture and politics. (II)
6. Analyze sources of social organizations: kinship, marriage, and the family. (III)
7. Portray women and moral order. (III)
8. Analyze communal identities and ethnic groups. (IV)
9. Summarize the human condition today in the Arab world as it relates to Islam. (V)

### Course Outline:

- I. History
  - A. Arabian Peninsula
    1. Pre-610 C.E.
    2. *Hijaz* region versus other areas
    3. Landmarks
  - B. Geological foundations, climate, and water
  - C. Population and settlement
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  - E. Rise of civilization
  - F. Cultural heritage
    1. Language
    2. Poetry
    3. Hospitality
  - G. Power and tribalism
- II. Islam
  - A. The scope of Islam
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  - C. Muhammad and his prophecy
  - D. Realm of Islam after Muhammad
  - E. Duties and rituals
  - F. Sources of Islamic law
  - G. Sects among Muslims
  - H. Sufism in Islam
  - I. Islam as culture
- III. Sources of Social Organizations and Women's Moral Order
  - A. Terms of kinship
  - B. Family and household
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  - D. Post-marital residence and residential patterns
  - E. Women and the veil
  - F. Sexual modesty

- G. Honor and shame
  - H. Changing roles of women in a modern world
- IV. Communal Identities and Ethnic Groups
- A. Ethnicity and race
  - B. Language and religion
  - C. Non-Muslim communities
  - D. Regional ethnic grouping
- V. Islam Arab World Today
- A. Human Condition
  - B. Political centralization
  - C. Economic development
  - D. Social and cultural dimensions of change

**Course Requirements:**

1. You must complete **all** assignments in the course to be eligible for a passing grade.
2. The graded assessments are based on the objectives in each lesson. You will see multiple choice, true-false, short answer and essay questions. In lessons 8 and 14, you will be taking the Midterm Exam and submitting the Final Project, respectively. The goal for all assessments and exams is to see that you are thinking critically about what is read and viewed. You should support viewpoints with descriptive, examples and observations.
3. Remember that this is a three credit-hour class. As such, you will need to dedicate significant time to this course. Plan to spend at least three hours on course content and at least six hours on homework for a total of at least nine hours each week. Be prepared to double your weekly class and study time if you choose an accelerated calendar.
4. **Note: You must earn an average of 60% on the midterm exam and final project in order to pass the course.**

**Grading Procedure and Scale:** Grades are assigned based on the total points earned in your weekly assignments, exams and projects. Letter grades for the course will be determined by the following scale.

581 - 645 points = A (90% - 100%)  
516 - 580 points = B (80% - 89%)  
452 - 515 points = C (70% - 79%)  
387 - 451 points = D (60% - 69%)  
0 - 386 points = F (0% - 59%)

**Extra Credit:** There are no extra-credit assignments for this class. The scheduled assignments and exams are sufficient to test your understanding of the materials presented in the course.

**Academic Misconduct:** Academic Misconduct includes cheating, conspiring to cheat, soliciting to cheat, attempting to cheat, plagiarism, fabrication on an assignment, or other forms of dishonest presentation. Posting assessments on an unauthorized web site, soliciting assessment answers and the unauthorized acquisition of assessments, assessment answers, or other academic material is cheating.

Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or sharing of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.

We expect every student to produce his/her original, independent work. Any student whose work indicates a violation of the [MCCCD Academic Misconduct Policy](#) (including cheating and plagiarism) can expect sanctions as specified in the college catalog.



## Sample Lesson Plans

### AHU245: Arabic Culture and Islam

#### Lesson 1: Historical Background of the Arab World

##### Lesson Objectives

- Describe Mesopotamia civilization and its history.
- Determine how Mesopotamia civilization flourished and became a long-lasting urban culture.
- Recognize the important characteristics of Mesopotamia's culture.

##### Lesson Requirements

- Read the Course Syllabus
- Take the Pre-Test linked in the Check Prior Knowledge section of Lesson 1
- Watch the videos linked in the Introduction section
- Review and study the rest of Lesson 1
- Begin reading Guests of the Sheik, Men in the Sun and Other Palestinian Stories, Sharon and My Mother in Law, Cities of Salt, Married to a Bedouin, or The Lemon Tree (choose only one)
- Submit the Syllabus Quiz
- Take the Lesson 1 Quiz
- Complete the Lesson 1 Assignment

#### Lesson 2: Geography of the Arab World

##### Lesson Objectives

- Define strategic geography.
- Describe the relevance of strategic geography in the Middle East.
- Recognize the Dynamics of Geographic Factors.
- Identify the Middle East.
- Identify Geographic Parameters and Access Routes.
- Recognize internal and local barriers.
- Realize orientalism as a tool for colonialism.

##### Lesson Requirements

- Review and study Lesson 2
- Access the articles and videos linked in the Introduction section

- Continue reading Guests of the Sheik, Men in the Sun and Other Palestinian Stories, Sharon and My Mother in Law, Cities of Salt, Married to a Bedouin, or The Lemon Tree
- Submit the Lesson 2 Quiz

## Lesson 3: Arabs, Muslims, and Islam - Part 1

### Lesson Objectives

- Describe the scope of Islam.
- Explain the reasons behind the rise of Islam.
- Explain the most important duties and rituals in Islam.
- Identify the sources of Islamic Law: Shari'a.
- Describe the religious leadership: The Ulama.
- Describe the development of Islamic Calendar.

### Lesson Requirements

- Review and study Lesson 3
- Access the articles and videos linked in the Introduction section
- Continue reading Guests of the Sheik, Men in the Sun and Other Palestinian Stories, Sharon and My Mother in Law, Cities of Salt, Married to a Bedouin, or The Lemon Tree
- Submit the Lesson 3 Quiz
- Complete the Lesson 3 Assignment

## Lesson 4: Arabs, Muslims, and Islam - Part 2

### Lesson Objectives

- Describe Prophet Mohammed as a man and as a prophet.
- Recognize Islam according to Muslims.
- Recognize the religious and cultural illiteracy of Islam.
- Recognize different approaches of different groups in the same religion.

### Lesson Requirements

- Review and study Lesson 4
- Continue reading Guests of the Sheik, Men in the Sun and Other Palestinian Stories, Sharon and My Mother in Law, Cities of Salt, Married to a Bedouin, or The Lemon Tree
- Submit the Lesson 4 Quiz
- Complete the Lesson 4 Assignment

## Lesson 5: Communal Identities and Ethnic Groups

## Lesson Objectives

- Describe ethnicity as a theoretical framework.
- Explain important sources for cultural differentiations such as race, language, and religion.
- Describe the non-Muslim confessional communities.
- List the confessional groups in the Arab world.
- Describe the ethnic groups in the region.

## Lesson Requirements

- Review and study Lesson 5
- Access the article linked in the Introduction section
- Continue reading *Guests of the Sheik, Men in the Sun and Other Palestinian Stories*, *Sharon and My Mother in Law*, *Cities of Salt*, *Married to a Bedouin*, or *The Lemon Tree*
- Submit the Lesson 5 Quiz
- Complete the Lesson 5 Assignment

## Lesson 6: Urbanization and Models of Middle Eastern Cities

### Lesson Objectives

- Describe urbanization in the Middle East.
- Describe models of Middle East cities.
- Identify the factors that affected the development of the city.
- Explain the effect of colonialism on Middle Eastern life.
- Explain the effect of the petroleum industry in the region.
- Describe changing characteristics of rural Middle Eastern societies and economies.

### Lesson Requirements

- Review and study Lesson 6
- Continue reading *Guests of the Sheik, Men in the Sun and Other Palestinian Stories*, *Sharon and My Mother in Law*, *Cities of Salt*, *Married to a Bedouin*, or *The Lemon Tree*
- Submit the Lesson 6 Quiz
- Complete the Lesson 6 Assignment

## Lesson 7: Kinship, Marriage, and the Family

### Lesson Objectives

- Analyze the Arab family structure.
- Describe the patrilineal tradition of the Arab family.
- Describe the extended family ties in Arab families.

- Describe marriage and divorce patterns.
- Describe cultural values and beliefs.
- Explain the effect of migration on the Arab family household.

## Lesson Requirements

- Review and study Lesson 7
- Finish reading *Guests of the Sheik*, *Men in the Sun* and *Other Palestinian Stories*, *Sharon and My Mother in Law*, *Cities of Salt*, *Married to a Bedouin*, or *The Lemon Tree*
- Submit the Lesson 7 Quiz
- Submit the Lesson 7 Assignment

## Lesson 8: Midterm Exam Essay

### Lesson Objectives

- Review all lesson objectives for the first seven lessons of the course.
- Complete the Midterm Essay.

### Lesson Requirements

- Review and study Lesson 8
- Access the Critical Thinking learning resources linked in the Introduction section
- Submit the Midterm Exam Essay

## Lesson 9: Education and Islamic Civilization

### Lesson Objectives

- Define the meaning of education for Arabs.
- Describe the development of philosophy of education.
- List the aims and objectives of Islamic education.
- Describe the contribution of Arab and Islamic education to the world.
- Describe Arabic calligraphy.

### Lesson Requirements

- Review and study Lesson 9
- Submit the Lesson 9 Quiz
- Complete the Lesson 9 Assignment

## Lesson 10: Arab Women

## Lesson Objectives

- Describe the status of women in the Arab world.
- Describe traditional perspectives and new strategies framework regarding Arab women.
- Explain the history and legitimization of the rights of Muslim women.
- Describe the historical contributions of Arab women.
- Determine strategies for enhancing the image of Muslim women.
- Describe Arab feminist research at the turn of the century.
- Explain female slavery and prostitution in Islam.
- Describe the way forward for Arab women.

## Lesson Requirements

- Review and study Lesson 10
- Access the article and video linked in the Introduction section
- Submit the Lesson 10 Quiz
- Complete the Lesson 10 Assignment

## Lesson 11: Arab Americans

### Lesson Objectives

- Describe the three major waves of Arab migration to the United States.
- Identify the areas where Arab American are concentrated.
- Describe the ethnic identity and contributions of Arab Americans.
- Describe changing characteristics of Arab traditions, customs, and beliefs.
- Explain the relation between Arabs and Americans.
- Describe the acculturation and assimilation of Arab Americans, including stereotypes and civil rights.

### Lesson Requirements

- Review and study Lesson 11
- Submit the Lesson 11 Quiz
- Complete the Lesson 11 Assignment

## Lesson 12: Arabic Literature, Art, and Music

### Lesson Objectives

- Describe the development, collection, and preservation of Arabic literature.
- Describe the revival of Arabic literature, including the most popular Arabic literature.
- Summarize the main events in an Arabic novel.
- Identify parts of Islamic art.
- Identify various Arab writers.
- Describe Arabic music.



## Lesson Requirements

- Review and study Lesson 12
- Submit the Lesson 12 Quiz
- Submit the Lesson 12 Assignment

## Lesson 13: Challenges and Stereotypes

### Lesson Objectives

- Recognize the need for mutual respect and understanding between cultures.
- Identify how stereotypes affect the self-perception and behavior of those stereotyped.
- Identify how stereotypes affect the possibilities of forming positive and constructive relationships.
- Identify stereotypes, prejudice, assumptions, and discrimination and how these play out in real-life situations.
- Describe strategies for dealing with prejudice-related incidents.
- Explain the effect of prejudice on both the victims and perpetrators.

## Lesson Requirements

- Review and study Lesson 13
- Take the Post-Test
- Submit the Lesson 13 Quiz

## Lesson 14: Final Lesson

### Lesson Objectives

- Submit your Final Exam Essay. Review your Course Syllabus and this lesson for more detailed information on the requirements for this assignment.

## Lesson Requirements

- Review and study Lesson 14
- Watch the movie linked in the lesson
- Submit the Final Exam Essay