



ACADEMIC EXCELLENCE. REDEFINED.
American University of Ras Al Khaimah

Semester 2017

I. Instructor Information:

Name: Prof. Kamal Abdel-Malek

Office Hours:

Email:kamal.malek@aurak.ac.ae

Or by appointment

II. Course: ARAB 110 Introduction to Arabic Literature

Course Credit Hours: 3

Prerequisite:

III. Course Description:

Arabic literature has developed many traditions though originating from a common source. The course is an introduction to representative texts from contemporary Arab writers, and their connections with the traditions of the past. The method is comparative, with a study of literary, political social and religious aspects, as well as the application of a theoretical framework of analysis.

IV. Course Materials and Basic Resources:

Textbook: * Abdel-Malek, K. *America in an Arab Mirror* (New York: Palgrave-Macmillan, 2011).

* Tawfiq Al-Hakim, *'Usfur min al-Sharq* (English trans. *Bird from the East*) (posted on BB)

* Selected Readings in Arabic Literature Translated into English (posted on BB)

* Abdel-Malek, K., *The Rhetoric of Violence: Arab-Jewish Encounters in Contemporary Palestinian Literature and Film* (New York: Palgrave-Macmillan, 2005)

Supplementary:

Other materials and supplies:

- An AURAK email account (I will communicate *only* through this).
- Folders to hold all the documents of each of your assignments.
- A notebook that holds your class notes and the folders.
- Pencils/Pen and highlighter.

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

SLO 1	At the end of the course the student should be able to: <ul style="list-style-type: none">• Identify major Arab literature, authors, art, and music.
SLO 2	<ul style="list-style-type: none">• Read for comprehension, detail and nuance.
SLO 3	<ul style="list-style-type: none">• Demonstrate an attention to the literary qualities of language through close reading of texts.•
SLO 4	<ul style="list-style-type: none">• Write critical papers that use the skills developed above to support a claim about a text.
SLO 5	<ul style="list-style-type: none">• Employ various textual organization techniques, which include the thesis, supporting evidence, documentation, and perform the recursive process of editing.
SLO 6	<ul style="list-style-type: none">• Provide useful criticism to evaluate the work of peers and to utilize the feedback of both peers and teachers for effective revision of your writing.
SLO 7	<ul style="list-style-type: none">• Perform research by utilizing a variety of online and library resources.

VI. Weekly Topics and Assignments

Note: This is a tentative schedule and may be revised to accommodate contingent events and circumstances. It is your responsibility to keep track of any changes.

Week/Date	Chapter No./ Title	Topics/In-Class Activities	Assignment Due Dates	SLO
Week 1 15- 19 Jan	<ul style="list-style-type: none">• Introduction to the course: readings and assessments <p>An outline of the portrayals of the Westerner in modern Arabic literature—novels</p>			1

	<p>Reading:</p> <p><i>America in the Eyes of a Nineteenth-Century Arab:</i></p> <p>From <i>A Stranger in the West</i> by Mikhail Asad Rustom, <i>America</i>, pp. 3-5</p>			
<p>Week 2</p> <p>22-26 Jan</p>	<p>The Making of an Image: America as the Unchanged Other, America as the Seductive Female:</p> <p>Sayyid Qutb, "The America I Have Seen" [three articles published in 1951 in <i>ar-Risala</i>, an Egyptian literary magazine], <i>America</i>, pp. 9-27</p>			1
<p>Week 3</p> <p>29-31 Jan</p> <p>2 Feb</p>	<p>America as the Unchanged Other, America as the Seductive Female:</p> <p>Mahmud 'Awad, <i>Siyaha Gharamiyya</i> (A Love Tour) (1972), pp. 29-30.</p> <p>Ahmad Mustafa, <i>An American Immigrant</i>, pp. 31-36.</p>			2, 3, 4
<p>Week 4</p> <p>5-9 Feb</p>	<p>America as the Seductive Female—cont.</p> <p>Yusuf Idris, <i>Niyu Yurk Thamanin</i> (New York, 1980), pp. 37-41.</p>			2, 3, 4

	<p>Mahmud Hasan al-Alfi, <i>America: The Jeans and the Swtichblade</i>, pp. 43-45</p> <p>Mahmud Imara, <i>America for Sale</i>, pp. 45-48</p>			
<p>Week 5 12-16 Feb</p>	<p>America: The Dream and the Reality: The American as an Example to Emulate</p> <p>Philip Hitti, <i>America in the Eyes of an Easterner</i> (1924), pp. 49-54</p> <p>Amir Boqtor, <i>The World in America</i> (1926), pp. 55-58</p> <p>Muhammad Labib al-Batanuni, <i>The Trip to America</i></p>			2, 3, 4
<p>Week 6 19-23 Feb</p>	<p>Mahmud Taymur, <i>The Flying Sphinx</i> [in America]</p> <p>Zaki Khalid, <i>America Under the Microscope</i></p> <p>Zaki Najib Mahmud, <i>My Days in America</i></p>			2, 3, 4, 5
<p>Week 7 26-28 Feb 2 Mar</p>	<p>Week VII</p> <p>Visual stereotyping: Arab cartoons and their portrayal of America and the American. A discussion of an emerging art with mass appeal and its changing attitudes towards the American.</p>			2, 3, 4, 6

	<p>Arab cinema and the black-and-white images of the American</p> <p>Egyptian Films about America: viewing and discussion</p>			
<p>Week 8 5-9 Mar</p>	<p><i>Week VIII</i></p> <p>Screening films and documentaries</p> <p>March 15, 17, 20: the professor will be in the US for a conference</p> <p>Reading and Analyzing the following novel:</p> <p>Tawfiq Al-Hakim, <i>'Usfur min al-Sharq</i> (English trans. <i>Bird from the East</i>)</p>			2, 3, 4
<p>Week 9 12-16 Mar</p>	<p><i>Week IX</i></p> <p><i>America in the Eyes of Arab Women Travelers</i> J. Sidqi, <i>America and I</i></p> <p>K. Kamal, <i>An Egyptian Girl in America</i></p> <p>Radwa Ashur, <i>The Trip</i></p>			2, 3, 4, 7

Week 10 19-23 Mar	Spring Break			2, 3, 4
Week 11 9-13 Apr	The Post-9/11 Period: Alaa Al Aswani, <i>Chicago</i> Miral Tahawi, <i>Brooklyn Heights</i>			2, 3, 4
Week 12 16-20 Apr	<i>Week XIII</i> Week XII War and Peace in Modern Arabic Literature Readings in Palestinian Literature: Kanafani, Fadwa Tuqan, Mahmud Darwish, Sahar Khalifeh. <i>The Rhetoric of Violence</i> , Chapter 2			2, 3, 4
Week 13 23-27 Apr	<i>The Rhetoric of Violence</i> , Chapter 3			2, 3, 4

<p>Week 14</p> <p>30 Apr</p> <p>2-4 May</p>	<p><i>The Rhetoric of Violence</i>, Chapter 4 “The Feminine Connection”,</p> <p>Screening documentaries and feature films</p>			
<p>Week 15</p> <p>7-11 May</p>	<p>Wrap-up:</p> <p>Arabs and the Other: Literary and Cinematic Representations</p> <p>Final Exam:</p> <p>Monday,</p> <p style="text-align: center;">M a y 2 3 , 2 0 1 6 , 8 a . m . - 1 0 a . m .</p>			

	Room B-101			
Final Exam 14-20 Exam Period				

VII. Evaluation of Learning

The grade breakdown is as follows:

Methods	Dates	Weight	SLO
Midterm Exam		(20 %)	2, 3, 4
Quizzes/ Assignments		(30 %)	2, 3, 4
Class Presentations		(10%)	3, 4, 5
Final Exam		(40 %)	2, 3, 4, 5, 6

VIII. Grading System and Scale

University course work is measured in terms of quantity and quality.. The number of credits is a measure of quantity.

The grade is a measure of quality. The University system for undergraduate grading is as follows:

Grade	Percentage Scores	Grade Points
A	90-100	4.00
A-	87-89	3.75
B+	84-86	3.50
B	80-83	3.00
B-	77-79	2.75
C+	74-76	2.50
C	70-73	2.00
C-	67-69	1.75
D+	64-66	1.50

D	60-63	1.00
F	0-59	0

VIII. Methodologies for Teaching and Learning:

Lectures, Assignments, Pair and group work, Discussions, Collaborative learning.

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X. Relevant Policies

Relevant policies [Except for the policy on academic misconduct, the inclusion of the following is only suggested and is at the discretion of the instructor].

A. Academic Misconduct. A. Academic Misconduct:

The Honor Code and Honor System

The Honor Code is an integral part of university life. Students are responsible, therefore, for understanding the code's provisions. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee.

AURAK expects its students to uphold high standards of academic integrity and conduct. In particular, students are required to:

- Attend classes regularly and punctually.
- Be actively involved in class discussions and other course related classroom activities.
- Complete assignments on time.
- Meet the requirements for course and program completion.
- Abide by high standards of academic integrity, ethics, and honesty.
- Refrain from cheating on homework and examinations, plagiarizing other people's work by submitting it as their own, or any other forms of academic dishonesty.
- Adhere to the published test or examination rules and regulations.
- Make every effort to maintain good academic standing.

Given the internet and easy access to information and knowledge sources, the University is committed to students' learning in an ethical manner. For all academic assignments, project work, and presentations, students need to ensure that due acknowledgement is given to the source of any information which they incorporate in their work. The following are some examples of academic misconduct:

- Cheating/using unfair means in examinations
- Significant paraphrasing in written academic work that is unacknowledged
- Unacknowledged use of information or ideas unless such ideas are commonplace
- Citing sources which student has not read or referred to

- Breaching the word limit of assignments and mentioning wrong word count
- Plagiarism

Plagiarism: Plagiarism is a serious academic offense. Plagiarism is the use of someone else's ideas, words, projects, artwork, phrasing, sentence structure or other work without properly acknowledging the ownership (source) of the property (item). Plagiarism is dishonest because it misrepresents the work of someone else as one's own. It is intellectual theft as it robs others of credit for their work. Plagiarism takes many forms including:

- Using someone else's words without putting those words in quotation marks and providing full information about their source, sufficient information so that another person could easily locate the words that are being quoted, whether it is in an article, a book, or on the web.
- Using unique, original ideas, phrases, sentences, paragraphs, or other materials, etc. from a single source or a variety of sources such as a text, journal, web page, electronic source, design, artwork, etc. in one's work without citing all sources. For a student found plagiarizing, the punishment will be a failing grade in the assignment without the right to redo the assignment up to a failing grade in the course.

Examples of Cheating. Acts of cheating include, but are not limited to, the following:

1. Copying from another student's paper during an exam, or allowing or encouraging another student to copy from your paper during an exam.
2. Having someone else take your exam in your place, or taking an exam for someone else.
3. Obtaining unauthorized access to exams and accepting exams obtained by unauthorized access.

Examples of Plagiarism: Acts of plagiarism include, but are not limited to, the following:

1. Handing in as 'original', work prepared by someone else or preparing/completing someone else's work.
2. Copying from a book or other publication without citing sources.
3. Using the same work to satisfy the requirements of two or more courses (during the same or different terms).
4. Having someone else rewrite a rough draft or rewriting a rough draft that is not your own work.

Violations of plagiarism are subject to evaluation according to the criterion of "reasonable doubt". The student's right to appeal and the procedures to be followed in carrying out the appeal of the University's decision is clearly stated in the *Student Handbook*.

Any violations of the University's academic rules, regulations or directives are reported to the Deputy Vice Chancellor Academic Affairs and may result in one of the following disciplinary measures.

- Verbal or written warning

- Repeating the term
- Dismissal from the University

Please refer to the relevant section in the *Handbook* and ensure a clear understanding of the provisions of the University honor code and honor system in order to avoid infringement of the policy and attendant penalization.

B. Concerns about grades or other course matters. Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Program Chair. If you still have a concern, meet with the Dean. The matter is likely to be resolved before it reaches that point, but if it is not, then the following positions are next on the organization chart: the Deputy Vice Chancellor for Academic Affairs, and, finally, the Vice Chancellor. Students who decide to “jump to the top” will be referred back to the appropriate next step.

C. Assignments. University policy is that assignments are due on the date assigned. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

D. Attendance. University policy is that students are to attend all classes and to arrive on time. Verified emergencies may require an absence or delay, but habitual tardiness or absence affects your learning and disrupts the class. Your presence is important since student contributions are a significant part of classroom activity and absence deprives others of your contributions.

According to current University Regulations for attendance,

Student with 2 absences: receives 5% warning

Student with 3 absences: receives 10% warning

Student with 5 absences: receives 15% and fails the course

E. Mobile Phones: All mobile phones, pagers and/or other communication devices should be turned off before entering the classroom.

F. Diversity and the Use of English. English is the common language of the AURAK campus, the use of which includes everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world. Classroom discussions and other activities are to be conducted with courtesy and civility and respect for one another and for our differences.