

Fall 2023  
LTEN179/ETHN 166:  
Arab & Muslim American Identity

## **Articulating Arabness: Race, Gender, Sexuality & Empire**

**Professor:** Amanda Batarseh  
**Class Location:** SOLIS 111  
**Meeting Days:** Tuesday/Thursday  
**Meeting Time:** 2:00 – 3:20 pm

### **Office Hours:**

#### **IN-PERSON**

**Day:** Tuesday  
**Time:** 12:30:00-1:30PM  
**Location:** RWAC 390

#### **VIRTUAL**

**Day:** Thursday  
**Time:** 12:30:00-1:30PM  
**Meeting URL:** <https://ucsd.zoom.us/j/9059580691>  
**Meeting ID:** 957 5159

## **Course Description**

In this course we will examine Arab-American literature, a genre comprising writings by authors of Arab descent in the United States. We will interrogate what this categorization means for its participants and the works they create. What is the history of Arab racialization in America? What is the relationship between Orientalism and American Empire? How do authors navigate the intersections of race, queer and/or female identity? What are the varieties of “Americas” they inhabit and represent? And how do these lived realities inform artists’ creative output? The objective of this course is to introduce students to the cultural history and breadth of Arab-American life and its literature.

### **Required Texts:**

All readings are available on Canvas (see Calendar below for more information on titles)

### **LAND ACKNOWLEDGEMENT**

“The university was built on the un-ceded territory of the Kumeyaay Nation. Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We are honored to share this space with them and we thank them for their stewardship.” (Thank you to the [UCSD Association of Native American Medical Students](#) for this land acknowledgement)

# Course Expectations

Please read the [Learning Community agreement](#) for our class. This provides information about:

- **Course expectations:** What I expect from you, and what you can expect from me
- **Classroom policies**

## Resources

Please read about [UCSD Resources](#) here for more information about:

- **Students with Diverse Learning Needs**
- **Counseling and Psychological Services**
- **Gender/Sexual Assault, Harassment and Discrimination**
- **Writing Resources**
- **Academic Integrity**
- **Library Resources**

## Assignments

### 1. Perusall Annotated Reading:

All your readings assignments are accessible on Canvas through integration with the annotation program, Perusall. Your first annotated readings assignment will be a handout entitled “How Perusall Works,” explaining what I expect of you in these assignments and how they are graded.

### 2. Q&A Assignment:

Full assignment instructions are available on Canvas. This is a two-part assignment. (A) Q&A Group Assignment to develop questions for the class and (B) Q&A Class Assignment to respond to these questions.

- **Q&A Group Assignment:** You are responsible for completing one (1) Q&A Group Assignment.
- **Q&A Class Assignment:**
  - All students are required to reply to at least one (1) of the questions posted each week by the responsible group for that week.
  - All students are required to reply to at least five (5) different group posts during the quarter. Therefore, although there will be total of (7) seven group Q&A posts, each student is only required to respond to five.
  - The required word count is at least 150-250 words.

### 3. Free Writes:

These are assignments intended to help you think through the readings and get your ideas (especially the messy ones) out onto paper so that you can start really thinking through them. This is not an essay assignment. Instead, I encourage you to simply follow your ideas freely

(hence, “free” write), while trying to draw them back to the text or materials you are referencing as much as possible. In other words, you can follow one argument deeply or sketch out multiple arguments and ideas. The most important thing is that you try to keep writing for 5-10 to minutes so as to develop as many ideas as you can. This is where you may potentially end up developing an idea or an argument you wish to pursue in the more traditionally structured essay assignments we have this quarter (short responses #1 and #2 and the final paper).

- Try and aim for at least 200 words, which is about the length of a hearty paragraph or two.
  - There are six (6) free write assignments this quarter. Your (1) lowest score will be dropped. (In other words, you can miss or opt-out of ONE free write without any penalty to your grade).
4. **Two (2) Short Response Assignments:** These essay assignments are posted on Canvas. (4-5 pages, double spaced, Times New Roman 12 pt. font).
  5. **One (1) Final Paper:** This essay assignment is posted on Canvas. (6-8 pages, double spaced, Times New Roman 12 pt. font).

## “COMPLETION” Grading

This course uses ‘Completion’ grading. In other words, **I separate my feedback on the quality of your written work from your course grade.**

**Your grade is based on completion of our assignments. Assignments contain instructions for what constitutes a “complete” assignment.** You can also earn partial credit for a partially complete or unfinished assignment. I’ll be giving you feedback on the effectiveness of your writing and the clarity and rigor of your reading and thinking, but that is for your own improvement as a writer and thinker; the grade is based on completion alone.

You also have the option of submitting a final reflection on your work for extra credit: a letter telling me what you learned and how, using evidence from your own writing and thinking to show me your process of learning. This is your chance to make up that credit in a different way.

My Grading Math	Grade Rubric
Each assignment earns points. Baseline points (for everyone by default) = <b>10 points</b> Perusal Annotations = <b>45 points</b> Q&A Group Assignment: <b>5 points</b> Q&A Class Assignment: <b>10 points</b> Free Writes: <b>5 points</b> Two Short Response Assignments: <b>10 points</b> Final Paper: <b>15 points</b> <b>Total Points: 100</b>  <i>*Final Reflection (optional): up to 5 points extra credit available</i>	<b>Final grades are calculated as follows:</b>  97-100=A+; 93-96=A; 90-92=A-  87-89=B+; 83-86=B; 80-82=B-  77-79=C+; 73-76=C; 70-72=C-  67-69=D+; 63-66=D; 60-62=D-  59 and lower = F

# Flexible & Inflexible Due Dates

Deadlines, for me, are about my ability to plan time and teaching labor; I need to be able to predict when I will be giving feedback on assignments so that I can set aside enough time. I use both flexible and inflexible due dates, being lenient when I can and sticking to stricter deadlines when necessary. Please read the following guidelines carefully to take full advantage of this policy and avoid any late penalties.

## FLEXIBLE AND INFLEXIBLE ASSIGNMENTS BY TYPE

### **FULLY FLEXIBLE: Late work accepted with FULL-CREDIT**

I highly recommend turning in the below assignments by the due date so that you are prepared to effectively engage in class discussion and stay on top of related assignments. I have, however, given these assignments fully flexible due dates (**accepted anytime before the end of the quarter**) so as to accommodate life interruptions.

- **Perusall Annotated Readings**
- **Q&A Class Assignments**
- **Short Response assignments:** The suggested due date allows you enough time to get feedback for improvement in your writing, useful for completing your final paper. **I can only guarantee feedback for papers turned in by the suggested due date.**

### **LIMITED FLEXIBILITY: Late work accepted with HALF-CREDIT**

- **Q&A Group Assignment**

### **INFLEXIBLE: NO LATE WORK accepted:**

- **Final Paper**
- **Free Writes** (in class assignment)

**NOTE:** Please, if you are having a health-related issues (physical or mental) or some other serious event in your life is prohibiting you from completing your work on time, please come talk to me so that we can find a solution. Due date guidelines are meant to help you manage your work and our class progress in a productive way, not penalize you.

## **What about attendance or participation?**

**Attendance:** I don't like to grade students for attendance; however, if I start to notice attendance decline **I will notify the class that I will start taking attendance and deducting each missed class as a point from your Baseline grade.**

**Participation:** You are expected to participate regularly in this class. This means coming to class on time and ready to discuss the reading in an engaged way. I understand that everyone has off days. I am looking at overall consistency of participation.

# Course Schedule

## Week 0: Thu, Sep 28

Date	Class	Annotated Reading	Videos	Other Assignments
<b>Sep 28</b>	Virtual, Asynchronous (see videos)	Due by Mon, Oct 2 @ 11:59 pm:  Perusall: Handout "How to Use Perusall" & Syllabus	Overview Video  How to Use Perusal  What Are Office Hours?	Due by Fri, Oct 6 @ 11:59 PM: Free Write #1: Discussion Post and Introductions  Due by Fri, Oct 6 @ 11:59 pm Syllabus Quiz

## Week 1

Date	Class	Annotated Reading	Videos	Other Assignments
<b>Oct 3</b>	Virtual, Asynchronous (see videos)	Due by Mon, Oct 3 @ 11:59 pm  Perusall: excerpt from <i>The Moor's Account</i> by Laila Lalami (24 pp)	Overview Video  1.1 Introduction: Neglected Histories  1.2 Interview with Laila Lalami  1.3 The Autobiography of Omar Ibn Said  1.4 Jad Abumrad on "Dolly Parton's America" Podcast	Due by Fri, Oct 6 @ 11:59 PM: Discussion Post, Introductions  Due by Fri, Oct 6 @ 11:59 pm Syllabus Quiz  Due by Fri, Oct 6 @ 11:59 pm: Sign up for Q&A Group Assignment
<b>Oct 5</b>	NO CLASS TODAY	N/A	N/A	

## Week 2

Date	Class	Annotated Reading	Videos/Audio/PDF	Other Assignments
<b>Oct 10</b>	In-person class meeting: SOLIS 111	Due by Mon, Oct 9 @ 11:59 pm  (excerpt) "What is a Minor Literature" by Gilles Deleuze and Felix Guattari (4 pp.)  Audio: BBC World Service Report on Ameen Rihani	OPTIONAL: Omar Offendum, "Little Syria"  OPTIONAL: selected writing by Ameen Rihani and Khalil Gibran (22 pp.)	(next week) <b>Group 1 ONLY:</b> Due by Mon, Oct 16 @ 11:59 pm: Q&A Group Assignment  (next week) <b>EVERYONE:</b> Due by Oct. 19 @ 11:59 pm: Week 3: Group 1 Q&A

		(excerpt) "The Rise of Arab American Literature" by Wail Hassan (20 pp)		
<b>Oct 12</b>	In-person class meeting: SOLIS 111	Due by Wed, Oct 11 @ 11:59 pm  "The Itinerary of an Arab American Writer" by Etel Adnan (8 pp)  (excerpt) <i>The Arab Apocalypse</i> (2 pp)	OPTIONAL: Podcast: Kerning Cultures, "Lebanon, USA" [26:20]	

### Week 3

Date	Class	Annotated Reading	Videos	Other Assignments
<b>Oct 17</b>	In-person class meeting: SOLIS 111  In-Class Assignment: Free Write #2	Due by Mon, Oct 16 @ 11:59 pm  (excerpt) <i>Orientalism</i> by Edward Said (pp 67-82)  (excerpt) <i>Race &amp; Arab Americans Before and After 9/11</i> by Nadine Naber (pp. 1-26)	OPTIONAL: Edward Said on Orientalism	<b>Group 1 ONLY:</b> Due by Mon, Oct 16 @ 11:59 pm: Q&A Group Assignment  <b>EVERYONE:</b> Due by Oct. 19 @ 11:59 pm Week 3: Group 1 Q&A  (next week) <b>Group 2 ONLY:</b> Due by Mon, Oct 23 @ 11:59 pm: Q&A Group Assignment
<b>Oct 19</b>	In-person class meeting: SOLIS 111	Due by Wed, Oct 18 @ 11:59 pm  (excerpt) <i>Race and Arab Americans Before 9/11</i> (pp.27-45)  (excerpt) <i>Reel Bad Arabs</i> by Jack Shaheen (8 pp)	Tik-Tok clip, "Any movie set in an Arab country" [00:57]	

### Week 4

Date	Class	Annotated Reading	Videos	Other Assignments
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<b>Oct 24</b>	In-person class meeting: SOLIS 111	<p>Due by Mon, Oct 23 @ 11:59 pm</p> <p>“Diaspora” by Gayatri Gopinath in Keywords for Gender and Sexuality Studies</p> <p>“For Many Members of the Arab American Diaspora, Mansaf Offers a Taste of Home” by Diana Abu Jaber</p> <p>“Introduction” in Food for Our Grandmothers by Joanna Kadi (pp. xiii-xx)</p>	N/A	<p><b>Group 2 ONLY:</b> Due by Mon, Oct 30 @ 11:59 pm: Q&amp;A Group Assignment</p> <p><b>EVERYONE:</b> Due by Nov. 2 @ 11:59 pm Week 4: Group 2 Q&amp;A</p> <p>(next week) <b>Group 3 ONLY:</b> Due by Mon, Oct 30 @ 11:59 pm: Q&amp;A Group Assignment</p>
<b>Oct 26</b>	In-person class meeting: SOLIS 111	<p>Due by Wed, Oct 25 @ 11:59 pm</p> <p>Crescent Ch. 1-5</p>	N/A	

#### Week 5

Date	Class	Annotated Reading	Videos/Slides	Other Assignments
<b>Oct 31</b>	<p>In-person class meeting: SOLIS 111</p> <p>In-Class Assignment: Free Write #3</p>	<p>Due by Mon, Oct 30 @ 11:59 pm</p> <p>Crescent Ch.6-12</p>	N/A	<p><b>Group 3 ONLY:</b> Due by Mon, Oct 30 @ 11:59 pm: Q&amp;A Group Assignment</p>
<b>Nov 2</b>	Virtual, asynchronous (see Videos)	<p>Due by Sun, Nov 5 @ 11:59 pm</p> <p>Crescent Ch.13-20</p>	<p>4.1 Mini-Lecture</p> <p>4.2 A Very Very Condensed History of Iraq</p> <p>4.3 What was U.S. involvement in Iraq before its 2003 invasion? [3:38]</p>	<p><b>EVERYONE:</b> Due by Nov. 2 @ 11:59 pm Week 5: Group 3 Q&amp;A</p> <p>(next week) <b>Group 4 ONLY:</b> Due by Mon, Nov 6 @ 11:59 pm: Q&amp;A Group Assignment</p>

#### Week 6

Date	Class	Annotated Reading	Videos	Other Assignments
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<b>Nov 7</b>	In-person class meeting: SOLIS 111	Due by Mon, Nov 6 @ 11:59 pm  Crescent Ch 21-24	N/A	<b>Group 4 ONLY:</b> Due by Mon, Nov 6 @ 11:59 pm: Q&A Group Assignment
<b>Nov 9</b>	Virtual, asynchronous (see Videos)	Due by Sun, Nov 12 @ 11:59 pm  Crescent Ch.25-32	Mini-Lecture	<b>EVERYONE:</b> Due by Nov. 9 @ 11:59 pm Week 6: Group 4 Q&A  (next week) <b>Group 5 ONLY:</b> Due by Mon, Nov 13 @ 11:59 pm: Q&A Group Assignment  Short Response #1 (suggested deadline is Sun, Nov.12 this is a fully-flexible assignment)

#### Week 7

Date	Class	Annotated Reading	Videos	Other Assignments
<b>Nov 14</b>	In-person class meeting: SOLIS 111	Due by Mon, Nov 13 @ 11:59 pm  "Intersectionality" in Keywords for Gender and Sexuality Studies  "Browner Shades of White," Laila Halaby  "Lost in Freakin' Yonkers by Randa Jarrar	N/A	<b>Group 5 ONLY:</b> Due by Mon, Nov 13 @ 11:59 pm: Q&A Group Assignment  <b>EVERYONE:</b> Due by Nov. 16 @ 11:59 pm Week 7: Group 5 Q&A
<b>Nov 16</b>	In-person class meeting: SOLIS 111	Due by Wed, Nov 15 @ 11:59 pm  "June Jordan Song of Palestine"  (excerpt) "Born Palestinian, Born Black," Suheir Hammad	OPTIONAL: "A Poem About my Rights" by June Jordan	(next week) <b>Group 6 ONLY:</b> Due by Mon, Nov 20 @ 11:59 pm: Q&A Group Assignment

#### Week 8



Date	Class	Annotated Reading	Videos	Other Assignments
<b>Nov 21</b>	In-person class meeting: SOLIS 111	Due by Mon, Nov 20 @ 11:59 pm  "Introduction" from <i>Bint Arab</i> by Evelyn Shakir  "Introduction: Articulating Arabness" from <i>Arab America</i> by Nadine Naber	N/A	<b>Group 6 ONLY:</b> Due by Mon, Nov 20 @ 11:59 pm: Q&A Group Assignment  <b>EVERYONE:</b> Due by Nov. 27 @ 11:59 pm Week 8: Group 6 Q&A ( <u>due date extended to next Monday for Fall break</u> )  (next week) <b>Group 7 ONLY:</b> Due by Tue, Nov 28 @ 11:59 pm: Q&A Group Assignment ( <u>due date extended to next Tuesday for Fall break</u> )
<b>Nov 23</b>	NO CLASS: FALL BREAK	N/A	N/A	

#### Week 9

Date	Class	Annotated Reading	Videos/Video Game	Other Assignments
<b>Nov 28</b>	In-person class meeting: SOLIS 111	Due by Mon, Nov 27 @ 11:59 pm  "Why Arab American History Needs Queer of Color Critique" by Charlotte Kareem Albrecht  "Accidental Transients" by Randa Jarrar	OPTIONAL: Queer Feminism in Palestine [21:16]	<b>Group 7 ONLY:</b> Due by Mon, Nov 27 @ 11:59 pm: Q&A Group Assignment  <b>EVERYONE:</b> Due by Nov. 30 @ 11:59 pm: Week 9: Group 7 Q&A  Short Response #2 (suggested deadline is Sun, Dec.3 this is a fully-flexible assignment)
<b>Nov 30</b>	In-person class meeting: SOLIS 111	Due by Sun, Nov 29 @ 11:59 pm  "Disability" in Keywords for Gender & Sexuality Studies  (excerpt) Mis(h)dra by lasmin Omar Ata  The Hookah Girl by Marguerite Dabaie	9.1 Are Graphic Novels...Novels? [10:16]  OPTIONAL: lasmin Omar Ata's Video Game "Being"  OPTIONAL: Being by lasmin Omar Ata	

**Week 10**

<b>Date</b>	<b>Class</b>	<b>Annotated Reading</b>	<b>Videos</b>	<b>Other Assignments</b>
<b>Dec 5</b>	In-person class meeting: SOLIS 111	Workshop Final Projects	N/A	N/A
<b>Dec 7</b>	No Class – Extended Office Hours	N/A	N/A	