



Articulating Arabness: Race, Gender, Sexuality & Empire

LTEN179/ETHN 166:

Arab & Muslim American Identity

PROFESSOR AMANDA BATARSEH

ABATARSEH@UCSD.EDU





Table of Contents

Course
Details

Course
Description

Grades &
Assignments

UCSD
Resources

Learning
Community
Agreements

Weekly
Schedule



Land Acknowledgment

The university was built on the unceded 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)



Meeting Time & Location

T/Th 12:30-1:50pm

SOLIS 110

Instructor Office Hours

VIRTUAL

Day: Tuesday

Time: 11:00-12:00PM

Location: Zoom

Meeting URL: <https://ucsd.zoom.us/j/95413062715>

Meeting ID: 954 1306 2715

IN-PERSON

Day: Thursday

Time: 11:00-12:00PM

Location: RWAC 390

Course Details



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.

Course fulfills major requirement: LT41-World Literature & Culture (Region Concentration)

Required Texts:

- Jarrar, Randa, *A Map of Home*
- Ashour, Radwa, *The Journey: Memoirs of an Egyptian Woman Student in America*

All other readings will be made available on Canvas



Grades & Assignments

Completion Grading

In this class, I institute a policy of “Completion” grading. In other words, I separate my feedback on the quality of your written work from the course grade. Your grade will be based on completion of assignments. Assignments contain instructions regarding what constitutes a “complete” grade. 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 (max of 5 pts): 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.

Completion Grading



My Grading Math

Each assignment earns points for a total of 100.
All students start from a baseline of 25 points. I use the default letter grades of UCSD to calculate final letter grades.

A+	101% or more	C+	77% to 79.9%
A	94% to 100%	C	74% to 76.9%
A-	90% to 93.9%	C-	70% to 73.9%
B+	87% to 89.9%	D	60% to 69.6%
B	84% to 86.9%	F	0% to a 59.5%
B-	80% to 83.9%		

GRADES & ASSIGNMENTS

Assignments

You will be required to produce:

- Perusall reading and annotation assignments
- **One** assignment leading discussion
- **Five** "Free-Writes" (sometimes in-class and other times homework, short response, 1-2 paragraphs)
- **Two** short response assignment (2-3 page paper)
- **One** final paper (6-8 page paper)

Prompts will be posted well in advance on CANVAS and I will clearly outline the requirements and parameters of these assignments. We will also discuss the expectations for assignments in class time and I encourage you to attend my office hours for help anytime you have questions or wish for additional guidance.

Attendance & Baseline

All students start with a Baseline score of 25 points. That means you have these points to begin. I don't like taking attendance; however, if I see attendance start dropping I will start taking attendance and deducting one point for each unexcused absence. 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. This does NOT mean having the "right" answers or understanding everything. It DOES mean, discussing the text openly and generously with your peers. I understand that everyone has off days. I am looking at overall consistency of participation. If you require special accommodation for attendance, please contact me.

GRADES & ASSIGNMENTS

Flexible Deadlines

FLEXIBLE DEADLINES:

These due date are highly suggested; however, you can turn in work with a flexible deadline anytime before the end of the quarter. I can only guarantee feedback on work turned in on or close to the due date.

Fully-flexible deadline:

- Short response assignments (2-3 page paper), **full-credit** turned in anytime before end of quarter
- Perusall annotation assignments, **partial credit** for assignments more than a week late

NORMAL DEADLINES:

- Student-led discussion assignment
- "Free-Writes" (in-class short response, 1-2 paragraphs)
- Final paper (6-8 page paper)

NOTE: If you are having a health-related issues (physical or mental) or some other event in your life is prohibiting you from completing your work on time, let me know. Due date guidelines are meant to help you manage your work and our class progress, not penalize you.



UCSD Resources



Counseling and Psychological Services (CAPS)

Mental Health Resources: For many, social isolation, racial trauma, the public health crisis, immigration status, employment status, housing and economic precarity, and other structural forms of inequity have caused or exacerbated previously existing mental health struggles. There is no shame in seeking support. It is important that we care for our own emotional and psychological wellness as much as we would for our physical health. UCSD offers several resources

Counseling and Psychological Services (CAPS) services can be reached 24/7: Appointments & Urgent Care Services (Galbraith Hall 190): (858) 534-3755

Emergency and Crisis resources: Call After-Hours Crisis Counseling (24 Hours): (858) 534-3755, select Option 2

About CAPS services:

<https://caps.ucsd.edu/resources/helpcenter.html>

UCSD RESOURCES

Gender/Sexual Assault, Harassment and Discrimination

Title IX Compliance:

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or <http://ophd.ucsd.edu>.

Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed.

If you find yourself in an uncomfortable situation, ask for help.

Students with Diverse Learning Needs

Office for Students with Disabilities (OSD) facilitates academic accommodations and support services for regularly enrolled, matriculating students with documented permanent and temporary disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Accommodations are designed to promote successful engagement in the UCSD academic experience. Accommodations may include: services that include technology-assisted notetaking, campus orientation and accessibility, on-campus transportation, housing accommodations, proctoring and test-taking arrangements, alternate format, adaptive equipment, sign language interpreting or real-time captioning.” Please notify the instructor if any accommodations are requested. You may also contact OSD at 858-534-4382 or osd@ucsd.edu.

I assume that all of us have different ways of learning, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the handouts I provide may be difficult to absorb. Please communicate with me as soon as you can about your individual learning needs and how this course can best accommodate them.



UCSD RESOURCES

Writing Resources

I encourage all students to use writing resources on campus. The Writing & Critical Expression Hub, part of the Teaching & Learning Commons, is available seven days a week. For more information: <http://commons.ucsd.edu/students/writing/index.html>.

OASIS Language and Writing program is also a great resource.

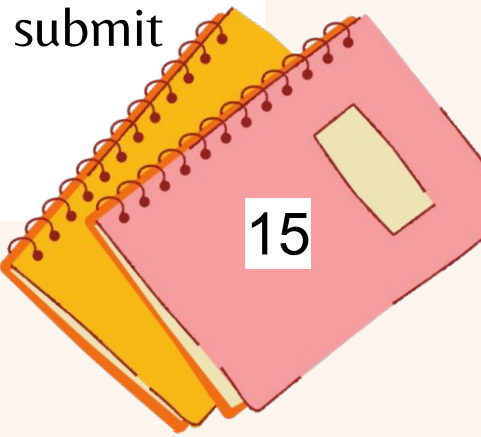
For more information: <https://students.ucsd.edu/sponsor/oasis/language-writing/index.html>.

Academic Integrity

The UCSD Policy on Integrity of Scholarship states: “Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld.” For additional information on the policy, see:

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

Plagiarism includes purchasing papers online, using ideas or words from an online source without proper citation, representing work from another as yours by altering it in some way, and concealing (with intention or not) the true sources of ideas. Plagiarism is a serious case of academic misconduct and may result in the failure of the course. If you have any questions or concerns about your essay and assignments before you submit them for a grade, I urge you to make an appointment with me.



UCSD RESOURCES

Literature (in English) Librarian

If you are interested in accessing additional materials or want to consult with a librarian specialist, you may contact the Literature (in English)

Librarian here: <https://ucsd.libguides.com/c.php?g=123619>

Other Library Resources

Bridging the Digital Divide: Having access to efficient technological and computing resources and services is a challenge for many. If you need support, there are varied resources in the library that can help. You may check out laptops from the "Chromebook Grab & Go Laptop Self-Checkout." For information visit: <https://library.ucsd.edu/computing-and-technology/chromebook-grab-and-go.html>

You can also find information about accessing or borrowing computer equipment here:


<https://library.ucsd.edu/computing-and-technology/computers-and-laptop-stations/index.html>

Library De-Stress Activities: The library also offers a number of destressing activities and programs throughout the year. For more information visit: <https://library.ucsd.edu/visit/de-stress.html>

To learn more about what the library has to offer, and for learning how to access library resources visit:

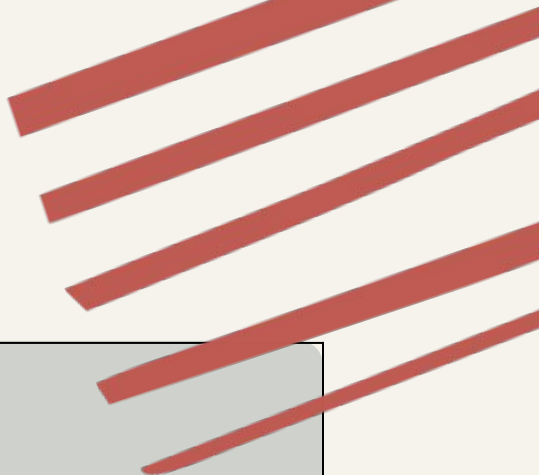
<https://library.ucsd.edu/visit/library-workshops/index.html>



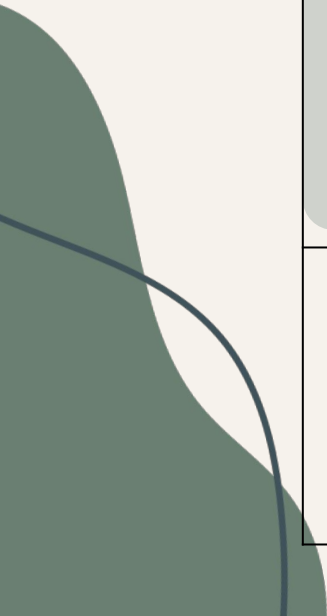


Learning Community Agreements

Course Expectations



WHAT I EXPECT OF YOU	WHAT YOU CAN EXPECT OF ME
BE INFORMED. Read this syllabus carefully and completely so you understand the course structure and expectations	ENTHUSIASM. To be prepared for each class and to bring my enthusiasm for teaching to each lecture, assignment, and office hour meeting.
BE ATTUNED. Keep up with readings and assignments, as each one builds on the previous one.	RESPONSIVENESS. To respond to emails within at most 24 hours during the work week. Emails received on weekends or while I’m traveling may take longer. I’m ALWAYS happy to meet with you during office hours.
ETHICS. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Refer to UC San Diego’s <u>Principles of Community</u> and <u>Conduct Code</u> .	TIMELY FEEDBACK. To make every effort to return graded assignments within one week of the submission. Please read the below “Flexible and Inflexible Due Dates” section for more information about this.
INTEGRITY. A responsible, respectful and trustworthy effort on all academic work and collaboration. Refer to UC San Diego’s <u>Policy on Integrity of Scholarship</u> .	INTEGRITY. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
FLEXIBILITY. Sometimes my schedule gets affected by unavoidable work obligations, necessitating some office hour rescheduling or other last-minute changes.	REASONABLE ACCOMMODATION and understanding for student situations that arise; however, I will always be attentive to the fact that exceptions must be fair to all students. Read “Flexible and Inflexible Due Dates” for more information.



LEARNING COMMUNITY AGREEMENTS

Communicating with the Instructor:

Email will be the main form of communication in this class. The instructor will check email daily and respond to emails within a 48-hour window. Students are expected to check email daily.

Recording Policy:

Filming, screenshots and audio recordings during class are not permitted without the instructor's permission. Sharing course materials outside the class is also not permitted unless otherwise agreed upon with the instructor. This requirement is in accordance with UCSD Code of Conduct.

Electronic Devices:

Please do not use your cell phones or surf the web during class session unless for educational purposes. Laptops are permitted only for taking notes or accessing materials as instructed.

Confidentiality:

We must always strive to make the classroom as safe a space as possible. This includes respecting confidential stories or testimonies our peers make in the classroom. However, we must always individually remember that no space is fully a guaranteed safe space and be cautious about sharing information we wouldn't feel comfortable being known outside the classroom.

Collective Knowledge:

We all come from different experiential backgrounds and carry with us a diverse set of knowledge, skills, passions, and interests. Alone, none of us know everything. Therefore, it is important to be mindful and humble in our engagement with one another because we have something to learn from everyone. On the other hand, we also have a responsibility to share what we know and our questions so that others may learn from us as well.

Intellectual Curiosity:

Intellectual curiosity and critical thinking is encouraged in this class! Respectful debate and free intellectual exchange are also encouraged. Ask questions, look up alternative resources and materials outside of class time and feel free to share them with the class, and don't shy away from expressing your opinion even if it is different from the instructors or your classmates.

Respect and Safety:

While respectful debate of differences is encouraged, no forms of harassment, assault, bullying, doxing, character slander, and defamation will be tolerated in this class. It is important we operate in good faith, not make assumptions about one another, and respect one another's boundaries, safety, and views.

Move Up, Move Up:

For those of us who are comfortable speaking a lot, we can actively move up into a stronger listening role. For those of us who tend not to speak as much, we can actively move up into the role of speaker. This can ensure growth for all of us even if we may have different communication styles and strengths.

Recognizing Power Differences:

Power structures the world along many lines including race, class, gender, sexuality, nationality, ethnicity, citizenship status, ability, age, linguistic abilities, religion, and many other ways. It is important for all of us to be mindful of privilege and power and how it might condition our lives and how we move in the world differently. Not making assumptions about one another is important. In addition, affirming one another's experiences and being an active listener are just a couple ways we can be mindful of power differences. Respecting each other's gender pronouns and self-identified names, narratives, and backgrounds is another way we can create a healthy and supportive learning environment.

Struggling with Words:

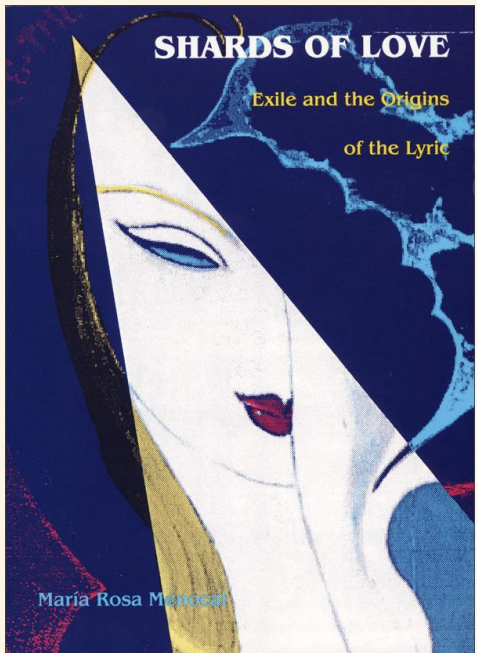
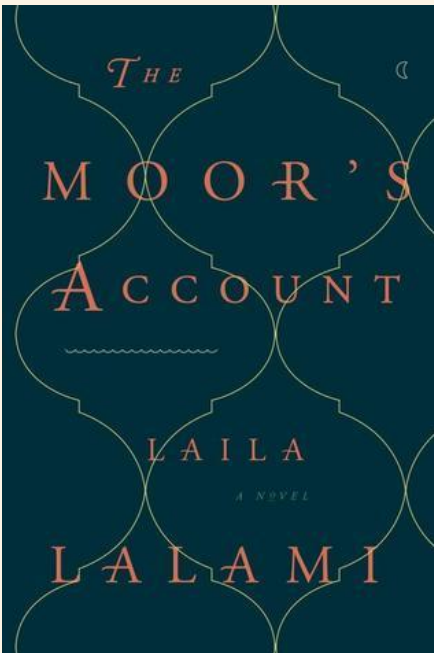
There is a lot going on in the world and in our personal lives. Sometimes the course material will bring up complex topics for us all and we might struggle to find the words that can capture the depths of what we are trying to communicate. It is okay to try as best as you can to articulate your thoughts. No one should feel like they can't participate out of fear of not articulating what they want perfectly.



Weekly Schedule

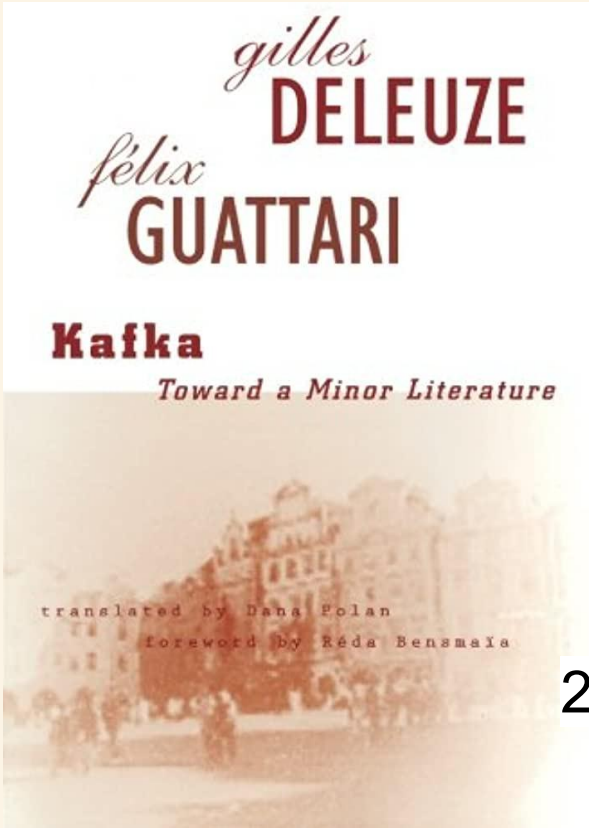
Week 1 | NEGLECTED HISTORIES

Sign-up for Student-Led Discussion Assignment	
•	<i>The Moor's Account</i> by Laila Lalami (excerpt)
•	<i>Shards of Love</i> by María Rosa Menocal (excerpt)



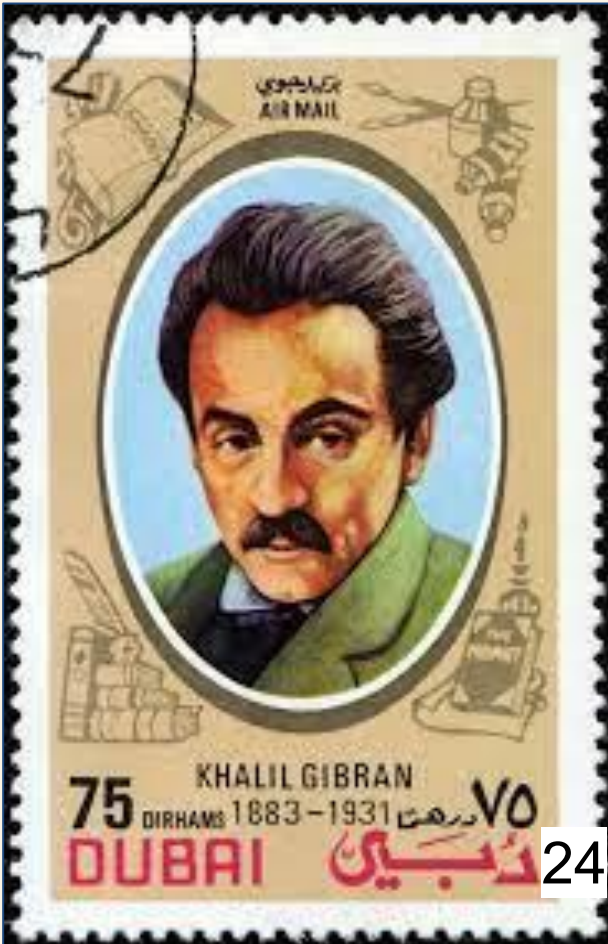
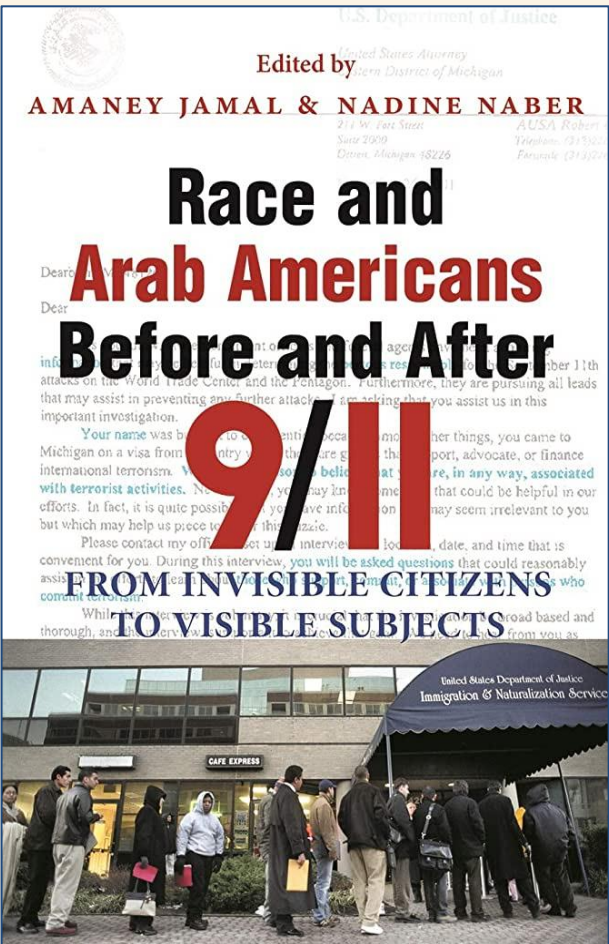
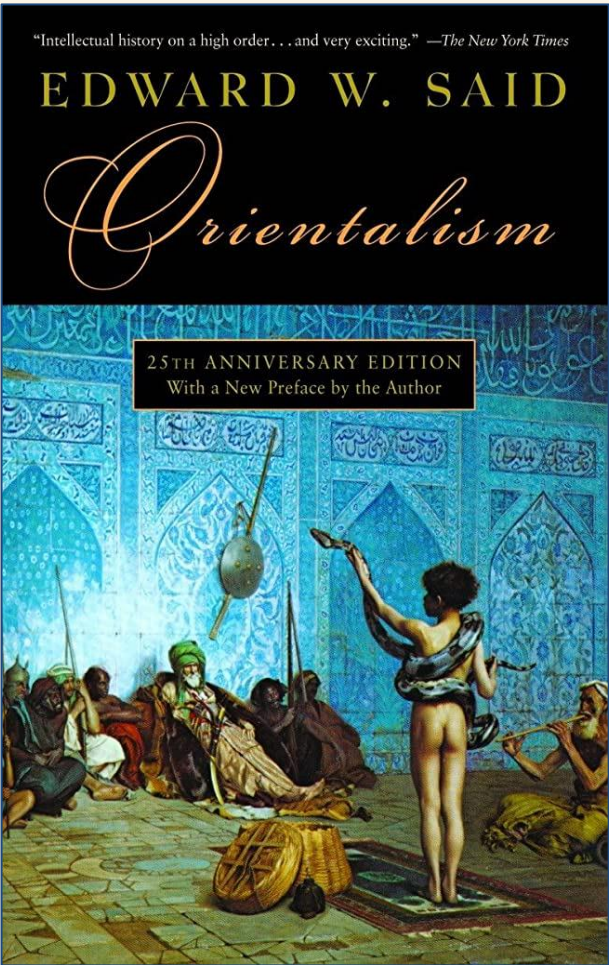
Week 2 | WHAT IS ARAB AMERICAN LITERATURE?

Student-Led Discussion: Group 1	
•	“Minor Literature” by Gilles Deleuze and Felix Guattari
•	“The Rise of Arab American Literature” by Wail Hassan



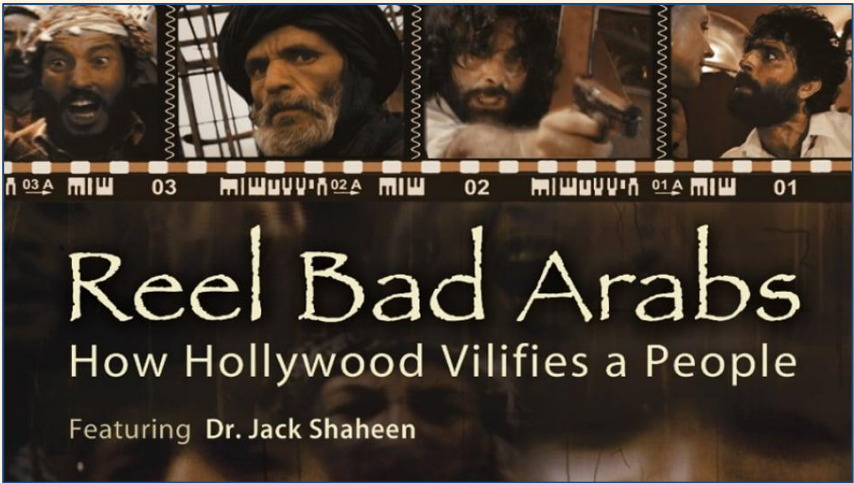
Week 3 | ORIENTALISM

Student-Led Discussion: Groups 2 & 3	
•	<i>Orientalism</i> by Edward Said (excerpt)
•	<i>Race and Arab Americans Before and After 9/11</i> by Nadine Naber (excerpt)
•	Poetry excerpts by Ameen Rihani & Khalil Gibran
•	“The Gibran Phenomenon” by Wail Hassan



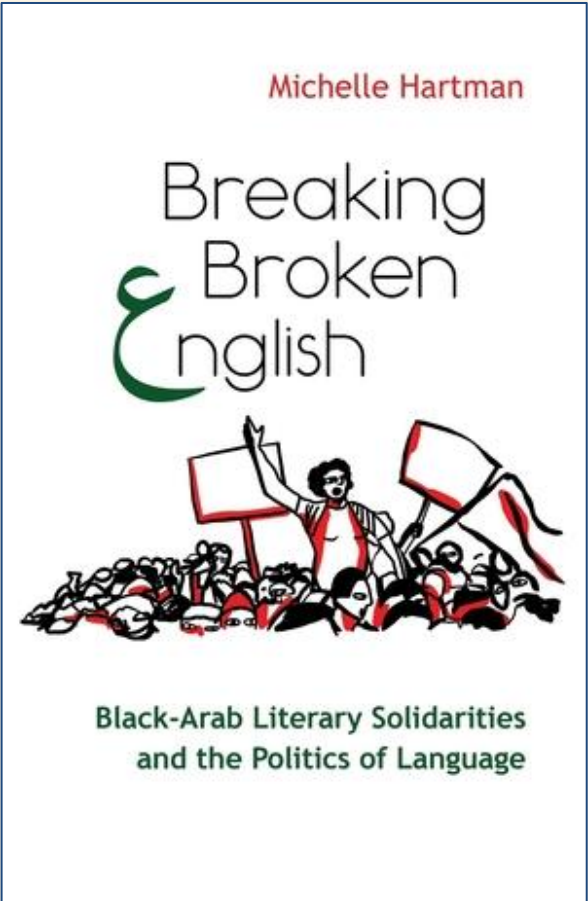
Week 4 | ORIENTALISM (cont.)

Student-Led Discussion: Groups 4 & 5	
•	<i>Race and Arab Americans Before and After 9/11</i> by Nadine Naber (excerpt)
•	<i>Reel Bad Arabs</i> by Jack Shaheen (excerpt)
•	“Boundaries: Arab/American” by Lisa Suhair Majaj from <i>Food for our Grandmothers</i>
•	“Introduction” by Joanna Kadi from <i>Food for our Grandmothers</i>



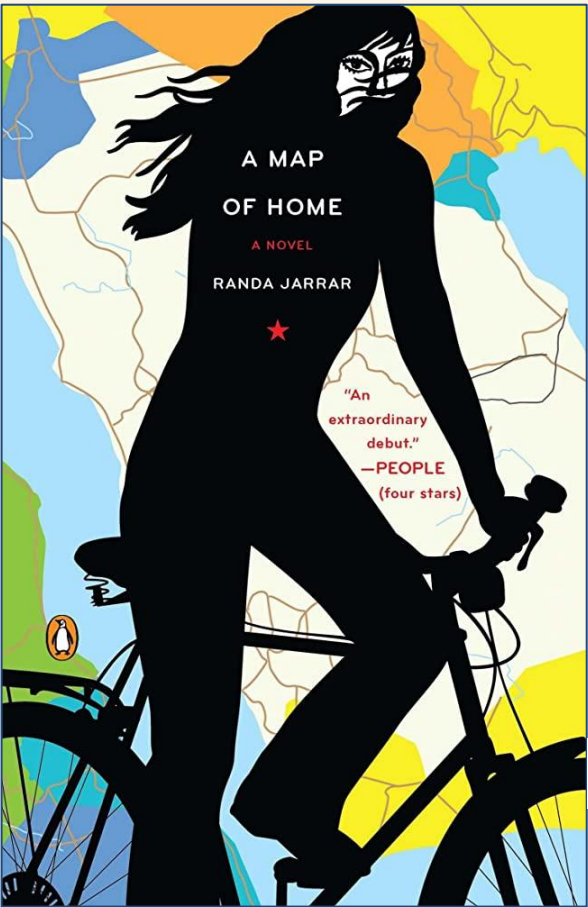
Week 5 | BLACK-ARAB LITERARY SOLIDARITIES

Student-Led Discussion: Groups 6 & 7	
•	<i>Breaking Broken English: Black-Arab Solidarities and the Politics of Language</i> by Michelle Hartman (excerpt)
•	Selected poetry by June Jordan, Suheir Hammad and Laila Halaby



Week 6 | RACE, SEXUALITY & GENDER

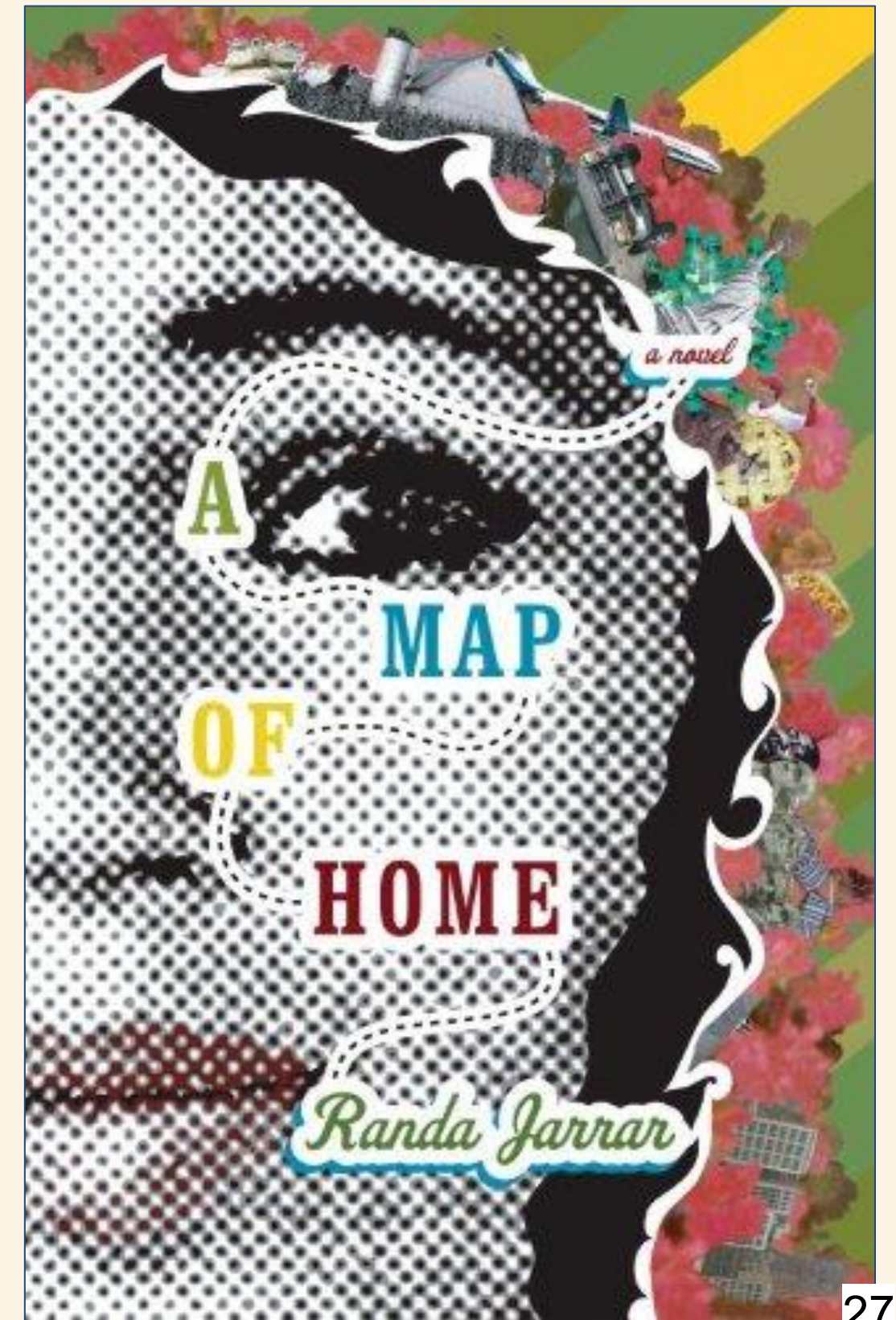
Student-Led Discussion: Groups 8 & 9	
•	<i>A Map of Home</i> by Randa Jarrar
•	“Diaspora” and “Race” in <i>Keywords for Gender & Sexuality Studies</i>



Week 7 | RACE, SEXUALITY & GENDER (cont.)

Student-Led Discussion: Groups 10 & 11

- *A Map of Home* by Randa Jarrar
- "Why Arab American History Needs Queer of Color Critique" by Charlotte Karem Albrecht
- "Affect" in *Keywords for Gender & Sexuality*



Week 8 | RACE, SEXUALITY & GENDER (cont.)

Student-Led Discussions: Group 12 & 13

- *A Map of Home* by Randa Jarrar
- “Articulating Arabness” by Nadine Naber
- *The Journey: Memoirs of an Egyptian Woman Student in America* by Radwa Ashour

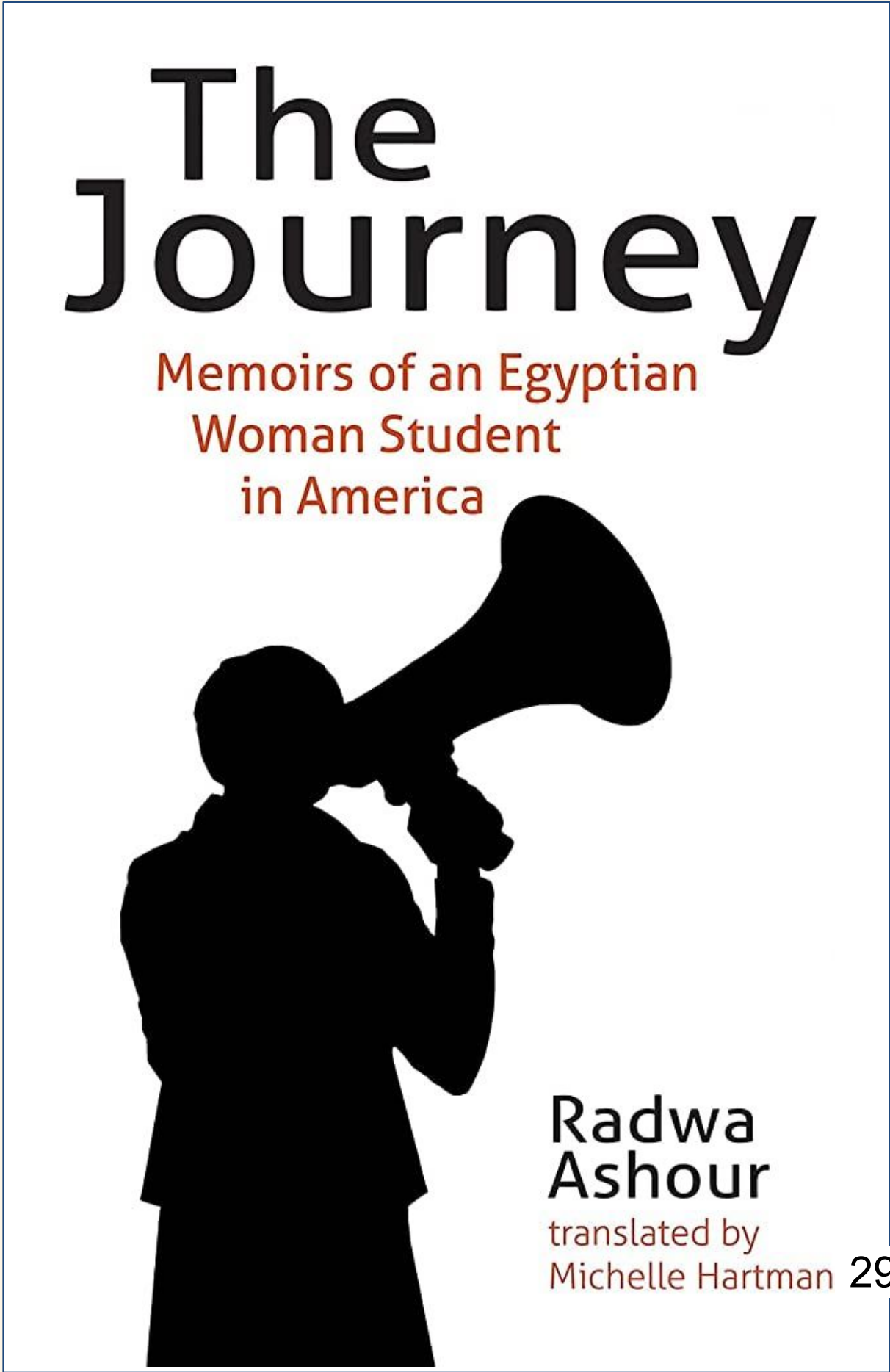


Week 9 | RACE, SEXUALITY & GENDER (cont.)

Student-Led Discussion: Groups 14 & 15	
•	<i>The Journey: Memoirs of an Egyptian Woman Student in America</i> by Radwa Ashour
•	<i>Breaking Broken English: Black-Arab Solidarities and the Politics of Language</i> by Michelle Hartman (excerpt)

Week 10 | RACE, SEXUALITY & GENDER (cont.)

Workshop Final Paper	
•	<i>The Journey: Memoirs of an Egyptian Woman Student in America</i> by Radwa Ashour





THANK YOU!