

Attention!

This is a representative syllabus.
The syllabus for the course you are
enrolled in will likely be different.

Please refer to your instructor's
syllabus for more information on
specific requirements for a given
semester.



NELC 3204: The Middle East in the Media
Spring 2017

SYLLABUS

TERM:
CREDITS:
LEVEL:
CLASS TIME:
LOCATION:

INSTRUCTOR:
OFFICE:
OFFICE EMAIL:
OFFICE HOURS:

COURSE DESCRIPTION: Examination of contemporary Middle Eastern cultures through critical evaluation of the media which inform our understanding of international politics.

Syrian refugees, the Israeli-Palestinian conflict, an authoritarian regime in Turkey, ongoing turmoil in Iraq and Afghanistan... These are just a few of the stories coming out of **the Middle East** that dominate **headlines** around the world. How do we understand the broader context for these stories? How might **the media** shape **what we do and do not know** about the Middle East? How do the media literally mediate between the so-called ‘**East**’ and ‘**West**’? This course uses a wide lens to evaluate how the Middle East and its people are represented in, by, and for the media. It also takes a broad view of the media (or “mediascape”) as **news, entertainment, and communication**, including everything from newspapers to **television, music, film, advertising, digital and social media**. We will discuss topics such as **globalization, security, censorship and freedom of speech, and the role of technology in social movements such as the Arab Spring**.

Prereq: English 1110 (110). Not open to students with credit for 344.

All majors welcome.

GENERAL EDUCATION:

This course fulfills the University’s GE Culture & Ideas **AND** Diversity: Global Studies requirements.

Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.



Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

LEARNING OBJECTIVES:

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

1. Understand basic media studies and anthropological concepts introduced in the course.
2. Apply these concepts in evaluating and critically approaching different media contents.
3. Produce counter arguments to the generalized image of the Middle East created by the American media industry.
4. Understand the techniques by which media represent social realities of the Middle East and shape the public.

TEACHING METHOD: Lecture/Discussion.

READINGS:

There are no required texts to purchase for this course. Assigned readings are made available through Carmen or are eBooks available through the library's catalog. In addition, each student will sign up to read a book for the final project report and in-class presentation. Moreover, students will monitor US and international news, investigate web resources, and gather information for a series of assignments. Students may read in any language of fluency in addition to English. Some sources are listed here:

News sources:

- The New York Times <http://www.nytimes.com>
- The Financial Times <http://www.ft.com>
- BBC World News <http://www.bbc.co.uk/news/world/>
- Global Voices Online <http://globalvoicesonline.org/>
- Google <http://news.google.com>
- World Bank News <http://www.worldbank.org/en/news>

Library databases:

- Access World News Research Collection (5000+ papers) <http://library.ohio-state.edu/record=e1001512~S7>
- All Africa <http://library.ohio-state.edu/record=e1001357~S7>
- Factiva (36,000+ sources) <http://library.ohio-state.edu/record=e1000008~S7>
- International Newstand <http://library.ohio-state.edu/record=e1001549~S7>
- Lexis Nexis Academic <http://library.ohio-state.edu/record=e1000031~S7>
- Press Display (2000 papers) <http://library.ohio-state.edu/record=e1000901~S7>
- Wall Street Journal <http://library.ohio-state.edu/record=b5100437~S2>
- <http://r-shief.org/>



Social media:

- Twitter Advanced Search <https://twitter.com/search-advanced>
- [Topsy.com](https://www.topsy.com)
- <http://www.reddit.com/>

REQUIREMENTS AND GRADING:

Attendance and Participation:	20 points
Country Reports (6):	30 points
Google Map Project:	10 points
Final Paper:	20 points
In- Class Presentation:	20 points
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TOTAL	100 points possible

- **Attendance and Participation** is the key to doing well in the course. We will meet for 15 weeks and you can earn up to 15 points (1 point/week) if you are present. Participation is worth 5 points total and may seem more subjective. Participation means:
 - *Do the assigned readings and think about them.* I cannot overstress the importance of this.
 - Pace yourself between our class meetings. Don't do last minute reading.
 - Refer to the handout, "How to Read an Academic Book or Article," on our course website.
 - Actively participate in class discussions.
 - Be prepared to talk about the readings in class. Jot down notes as you read and bring them to class. Those will be the basis of class discussions.
 - Our goal is to interpret the material critically together and respond to others' arguments. Much of our learning in this course will come from class interactions. You'll be graded for your conscientious engagement with the material and other students, not how much you already know, or how smart you appear in discussion.
 - I realize some students naturally don't talk much in class. But try to speak up a few times during the semester, ask questions, or talk to me outside of class – show me you are engaged with the material and with other students on the issues: that's participation.
 - Films shown in class are required content. You must view missed films on your own, preferably ahead of an anticipated missed class. In-class films are either on reserve at the Thompson Library (view them there with library's equipment), or can be streamed (link on Canvas). Some of our films are online on YouTube or as DVDs in the Columbus Public Library system.
- **Country Reports**
 - Six (6) country reports (5 points each).
 - Each report is 2-3 pages. Detailed directions for each report to follow.



1. Choose a country
2. Create a Media Learning Network – Annotated Bibliography of Sources
3. Media Environment Visualization
4. Framing
5. Access / Censorship / Legal Environment report
6. Tracking trends via social media

➤ Google Map Project

- Ten (10) contributions of news items (each from a different country) related to topics and questions discussed in class to the Google Earth project (1 point each)
- Class goal: cover as many countries as possible!!
- Required information (to be pinned to the country on the Google Earth map):
 - Title box: Country + Short title (note: these will alphabetize on the left side of the Google Earth page)
 - Information
 - **Photo** (optional)
 - Photo **source** (optional)
 - News article **title**
 - **Link** (or citation) to news story located in or concerning developments in the country
 - **Date** of the news story (must be in 2014 or 2015)
 - **Short summary** or list of keywords (to improve searching)
 - **Class topic/question** to which the story relates
 - Recommended: Compose information in Notepad or other editor and then paste to the Google Earth box
- One Google Earth contribution should be contributed once a week for 10 weeks. Final date for submissions: April 14, 2017 (Will not be accepted after that date.)
- Students will sign up to share two of their Google Earth contributions in class (quick presentation + discussion = 5min).
- **IMPORTANT:** In order to get credit for Google Earth assignments, put the information in the course's Carmen Assignment folder. (You can submit it in outline format – not necessary to contribute photo as long as it is posted to Google Earth)
- **Sample Post:**

Tajikistan -- censorship

Updated Apr 2

Photo: Youths at an Internet cafe in the Tajik capital, Dushanbe

Photo source: rferl.org (Radio Free Europe/Radio Liberty)

Title: Tajikistan reverses plan to block 100+ web sites

Source: Universal Newswires

<http://www.universalnewswires.com/centralasia/tajikistan/viewstory.aspx?id=13386>

** Date: Wednesday, December 26, 2012

** Summary: Tajik government has canceled an official order to block over 100 web sites that it had issued two days earlier. No reason was given for the turnaround. Sites that were blocked for one day (Christmas day) included: Twitter, Vkontakte, Moy Mir, YouTube, Topvideo.tj. Facebook was not blocked.

** Population of Tajikistan has grown from 6.2m to 6.9m in ten years (2001~11) (World Bank Population db)

** Infant mortality in Tajikistan was 52.3 per 1000 live births in 2011, the highest rate in Central Asia (Passport GMID



article: Persistent Poverty and Income Inequality Limit the Consumer Market in Central Asia | 12 Mar 2012)

** MD (revised submission 1-23-2013)

➤ In-Class Presentation

- Each student will plan and prepare a presentation for the entire class on the country you did your reports on.
- You must meet with me in office hours to discuss your presentation.
- Each student will have 7 minutes to present their findings and how it connects to our course materials (readings, films, lectures, previous discussions). You will then lead a 3-minute class discussion. Ask questions!
- Critical evaluations, comparisons, and reflections on the course materials through your investigations will be rewarded in the grading.
- Budget your time well. Don't spend too much time on setting up the background of the topic.
- Feel free to use A/V materials, but again, plan and watch the time of your entire presentation.

➤ Final Paper

- A 10-page research paper on some aspect of your country report that relates to this course.
- Final Paper Guidelines will be distributed later in the semester.

➤ Grading Scale

93 - 100 (A)	77 - 79.9 (C+)
90 - 92.9 (A-)	73 - 76.9 (C)
87 - 89.9 (B+)	70 - 72.9 (C-)
83 - 86.9 (B)	67 - 69.9 (D+)
80 - 82.9 (B-)	60 - 66.9 (D)
	Below 60 (E)

I DO NOT ROUND UP FINAL GRADES! Some Extra Credit opportunities will be presented throughout the semester.



POLICIES

- **Absences:** You are allowed 2 absences without penalty. This is meant to cover illness, family situations, job interviews, etc. Please let me know by email that you'll be absent.
 - After 2, absences will negatively affect your overall grade, up to 5% per unexcused. This is a lot! Just one absence beyond the 2 allowed can make an A into a B+, for example. You can fail just by missing a few classes!
 - For absences after the 2nd one, email me (ahead of time if possible) with your reasons. Email me even if you tell me verbally in class, because I need a record. I will use my discretion to decide how much grade penalty (up to the 5% per incident) applies, but probably at least some penalty will apply.
 - If an unusual, lasting situation arises, you are responsible to let me know as soon as possible (or have someone else contact me). Disappearing (even with good reason) without telling me does not look good for you in terms of getting a reduced penalty.
 - Also, let me know now about expected absences for religious holidays. These can be excused without counting to the no-penalty limit of 2.
 - I will take attendance (but that's also so we'll get to know each others' names). Make sure I know you're in class if you're late.
 - ***Perfect attendance may get a grade boost!***
- **Lateness:** Repeated lateness (every 3 instances) will be counted as absence. Leaving class early (without telling me ahead of time) is treated as lateness. Doing inappropriate activities during class is treated the same (see below on class conduct).
- **Incompletes:** I don't like to give incompletes. But if you must have one, you need to request this before the Final Exam, be passing the course, and give good reasons. I have discretion about whether to grant this. If granted, it would come with a late penalty on any missed quizzes or other work that is lacking at the end of the term.
- **Class Cancellation:** In the unlikely event of an unplanned class cancellation due to emergency, I will contact you via email and request that a note be placed on the classroom door. Afterwards, I'll email you about what I expect you to do for the following class. **It is a good idea to always check your email the morning before each class.**
- **Cheating & Plagiarism:** I take very seriously plagiarism and cheating on any coursework
 - All suspected cases will be reported to the Committee on Academic Misconduct, in accordance with university rules.
 - Substantiated cases would mean a failing grade in this course, and possibly expulsion, according to university rules.
 - I use anti-plagiarism software to check for undocumented source material.
 - **Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this.**
 - Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources with footnotes in your writings, or orally in class. (Also, *do something* with the ideas of others: evaluate them, relate



them to other ideas, argue for or against them, give your own examples illustrating them, etc. Don't just cite them.)

- **In-class conduct:** I expect we will treat each other with respect in the classroom, both in behaviors and manner of discussions. I also expect your full, thoughtful attention.
 - Digital devices are permitted **ONLY** for note taking. No texting during class. If it's a true emergency, step outside. (Just like at the movies.)
 - No newspapers, non-course books, texting, email, websites, etc. during class.
 - I may check what you are doing and confiscate devices that violate this for the remainder of the class. Repeat offenders get an absence to their record.
 - I reserve the right to ask students who are disrupting the classroom environment to leave, resulting in an instant absence deduction of 5% of total grade.
 - *Why so strict? I need your full engagement during the class time. That goes toward your Participation grade, and you'll get more out of the class.*
 - **I will post my lectures on Carmen for your reference, so there is no need to copy lectures word for word. Take note only of the most important points and your questions, for future reference. All eyes should be on me for most of the class period.**

ACADEMIC MISCONDUCT: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Disability policy:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292--3322.



Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

SUGGESTIONS

- Check email & course website throughout the week for any course news or updates.
- Download all course materials soon onto your own medium, rather than wait until you need it. “I couldn’t download the readings” will not be an excuse later.
- To get class assignments if you missed class, check your email or course website, ask a friend in class, or ask me. You can also see me right after class or in office hours.
- Email me questions about what we did in class or read. “No question is stupid” – I mean it.
- Get the phone/email of 2 other students in the class, for notes or updates in case you miss class.
- You should check the Gradebook in Carmen every so often to be sure that my record of your grades & attendance is accurate.
- Clear, concise, effective writing is key to doing well in this course. I highly encourage you to use the free services of the Writing Center, which works with you one-on-one, confidentially, to improve your writing. Check them out at: <http://cstw.osu.edu>, 614-688-4291.
- Do come see me in my office during the term. I’ll be glad to chat with you. You don’t have to have a “problem” to see me! But please email me to tell me you’re coming. *This could contribute to your Participation grade!*

DISCLAIMER

I have intentionally chosen readings & films that offer a range of different interpretations and viewpoints, some of which argue against each other. The points of view expressed in the course material do not necessarily reflect my views or those of the University. This course is not trying to advocate any particular political or religious point of view, or to evaluate the rightness of official policy. Rather, we are trying to understand the Middle East and its representations, which we will read about but not necessarily agree with. Our common task is to evaluate everything thoughtfully, because an opinion you disagree with is instructive to all of us. You are NOT required to agree with what you read or hear (including from me), but you ARE required to give every idea careful consideration and respect for those expressing them. You are welcome to argue for your own point of view in a constructive manner. You will be graded not for which side you take, but how well you argue for it (using well-documented facts, materials from our course, methodical argument, etc.). This applies to what you say in class and what you write in your papers.



COURSE SCHEDULE

1/9/2017 – 4/24/2017

The Class Schedule shows what you need to read for which class and the theme of the day. It may be subject to change with prior notice from the instructor.

You must have completed all of the week's readings before the class periods to which they are assigned and be prepared to discuss them!

Week 1: Introductions

Wed 1/11 Syllabus, Course Schedule, Carmen

Fri 1/13 The Middle East? The Media?

Discuss Readings:

- 1) "The Middle East: A Geographic Preface," I. Manners and B. Parmenter (Carmen)
- 2) "The Information Society Today," Hassan (Carmen)

Part One: The Middle East in the Media

Week 2: Representations of the Middle East

Wed 1/18 Key Terms; Listening, Watching, Reading
TED Talk: Adichie "The Danger of a Single Story"
Due: Country Report 1 – Choose a country

Fri 1/20 Hollywood and its predecessors
Short Film: "Reel Bad Arabs"
Discuss Reading: from Steet, *Veils and Daggers*, pp. 1-31 (Carmen)

Week 3: Colonialism and Orientalism

Wed 1/25 The East/West Dichotomy: A "Class of Civilizations"?
Short video: "Edward Said on Orientalism" with Sut Jhally
Due: Country Report 2 – Create a Media Learning Network

Fri 1/27 **Discuss Reading:** Introduction to Gruber and Haugbolle. *Visual culture in the modern Middle East: rhetoric of the image*. Indiana University Press, 2013. (eBook at library.osu.edu)
Assignment: Collect images of the Middle East and submit to Discussion Board

Week 4: Analyzing Images

Wed 2/1 Ways of Seeing
Analyze student images
Discuss Reading: from Berger, *Ways of Seeing*, pp. 7-34 (Carmen)
Due: Country Report 3 – Media Environment Visualization



Fri 2/3 Guest Scholar Dr. Brian Silverstein

Week 5: Analyzing Narratives: Feminism and the Veil

Wed 2/8 Gender, Race, and the Body – Guest Lecture by Melinda McClimans

Fri 2/10 The Moving Body

2 Google Map Student Presentations: Massarah and Susie

Film clips from *American Bellydancer*

Discuss Reading: Shay and Sellars-Young, “Belly Dance: Orientalism—Exoticism—Self-Exoticism” (Carmen)

Week 6: Analyzing Narratives: “The Terrorist Years”

Wed 2/15 Representing the Middle East/Arabs/Islam after 9/11

Discuss Stuart Hall on Representation: <https://msu.edu/course/ams/280/represent.html>

Listen to NPR: *On Point*

Analyze *The New Yorker*, The Black on Black Issue

2 Google Map Student Presentations: Steven and Kayla

Fri 2/17 **Discuss Readings:**

1) Weimann, Gabriel. 1984. “The Theater of Terror: Effects of Press Coverage.” *Journal of Communication*. 33 (1): 38-45. (Carmen)

2) Herz, Marion. 2006. “Prime Time Terror.” In *Media, terrorism, and theory: a reader*. Lanham, Md: Rowman & Littlefield. (Carmen)

Week 7: Alternative Representations

Wed 2/22 Ethics; The role of the observer; Human Terrain Systems

2 Google Map Student Presentations: Matthew and Dael

Clips from film: “Lawrence of Arabia”

Fri 2/24 **Discuss Readings:**

1) Ramsey III, Robert – “Advice for Advisors: Suggestions and Observations from Lawrence to the Present” (Carmen)

2) Caton, “An Allegory of Anthropology” (Carmen)

3) From MacFarquhar, *The Media Relations Department of Hizbollah Wishes you a Happy Birthday*, pp. 67-103. (Carmen)



Week 8: Fake News and Media Oversaturation

Wed 3/1 Evaluating Our Sources: Credibility and Bias (<http://imgur.com/7xHaUXf>)

Due: Country Report 4 – Framing

Fri 3/3 **Discuss Reading:** *The Debunking Handbook*

(https://skepticalscience.com/docs/Debunking_Handbook.pdf)

Part Two: Media in the Middle East

Be sure to note the significantly increased reading load (between 50 and 80 pages per week) for the second part of this course and plan accordingly!

Week 9: Print

Wed 3/8 Nationalism and the Printing Press
Google Map Student Presentation: Massarah

Fri 3/10 **Discuss Readings:**

- 1) Introduction to *Imagined Communities*, Benedict Anderson (Carmen)
- 2) From Timothy Mitchell, *Colonizing Egypt*, pp. ix-xvi; 63-64; 90-92; 128-160; 167-169 (Carmen)

Week 10: SPRING BREAK No Classes 3/13-17

Week 11: Soundscapes

Wed 3/22 Islam, Nationalism and the Media
Film: *Umm Kulthum: A Voice Like Egypt*

Fri 3/24 **Discuss Readings:**

- 1) from Hirschkind, *The Ethical Soundscape*, pp. 1-31 (Carmen)
- 2) from Levine, *Heavy Metal Islam*, pp. 1-20 (Carmen)

Week 12: Radio, Television, and Film

Wed 3/29 Globalization, Privatization, and Secular-Islamist Contestations
2 Google Map Student Presentations: Matt and Steven

Fri 3/31 **Discuss Readings:**

- 1) Kocamaner, “Strengthening the Family through Television” (Carmen)
- 2) <https://www.fastcocreate.com/3065388/exporting-saudi-arabian-culture-through-film>
- 3) <http://pomeps.org/2017/01/06/defining-the-media-dua-and-their-call-to-action/>



Week 13: Broadcasting from the Middle East

Wed 4/5 State Control and Censorship; Self-Representation and Images of the West
Film: *Contact Room*
Due: Country Report 5 – Access/ Censorship/ Legal Environment Report

Fri 4/7 **Discuss Readings:**

- 1) Al-Marashi, “Sadrabiliyya” in *Visual Culture in the Modern Middle East*, pp. 144-163. (eBook at library.osu.edu)
- 2) Introduction to Rinnawi, *Instant Nationalism: MacArabism, al-Jazeera and Transnational Media in the Arab World*, xiv-xix (Carmen)
- 3) Introduction to Woltering, *Occidentalisms in the Arab World*, pp. 1-36 (Carmen)

Week 14: Global Flows and Pop Culture

Wed 4/12 Hybridity and Circulation
Arabesk to Hip Hop; Soap Operas to ‘Reality’ TV; Political Cartoons to Graffiti
2 Google Map Student Presentations: Susie and Dael

Fri 4/14 **Due: Country Report 6 – Tracking Trends via Social Media**

Discuss Readings:

- 1) Kraidy, “Saudi-Islamist Rhetorics about Visual Culture” in *Visual Culture in the Modern Middle East*, pp. 275-292. (eBook at library.osu.edu)
- 2) *The Real (Arab) World*, pp. 1-50 (Carmen)

Week 15: Digital and Social Media

Wed 4/19 The Arab Spring; Gezi Park
Google Map Student Presentation: Kayla

Fri 4/21 Looking Ahead

Discuss Readings:

- 1) Gruber, “The Visual Emergence of the Occupy Gezi Movement” (Carmen)
- 2) *Jadaliyya*, “Activism on the Move” (Carmen)

Final In-Class Presentations and Final Papers Due: Wednesday, April 26th, 10-11:45am