UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*
Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system.   Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

# of credits: To determine the appropriate number of credits to assign to a course please refer to the UMBC Credit Hour Policy which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the grading methods document (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:
a) Why is there a need for this course at this time?
b) How often is the course likely to be taught?
c) How does this course fit into your department's curriculum?
d) What primary student population will the course serve?
e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
g) Explain the reasoning behind the P/F or regular grading method.
h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special
Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: MLL 424

Date Submitted: 03/12/2019   Proposed Effective Date: Spring semester 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Dr. Ana Oskoz	aoskoz@umbc.edu	410-455-2109	MLLI
Other Contact	Dr. Samir El-Omari	samir1@umbc.edu	410-455-2109	MLLI

COURSE INFORMATION:

Course Number(s)	MLL 424
Formal Title	Introduction to Cross Cultural Competency in the Middle East & North Africa (MENA)
Transcript Title (≤30c)	MENA Cross Cultural Competency
Recommended Course Preparation	MLL 191 or MLL305
Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	none
# of Credits Must adhere to the [UMBC Credit Hour Policy](#)	3
Repeatable for additional credit?	☐ Yes ☒ No
Max. Total Credits	3-credit This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	☒ Reg (A-F) ☒ Audit ☒ Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.**):**

This course examines main concepts in cross-cultural studies in the Middle East and North Africa (MENA) regions. The course aims to develop students' critical thinking and promote their cross-cultural competency and awareness. Students will explore the concept of culture and common approaches from the field of cross-cultural communication. The course highlights the key concepts of language (verbal / nonverbal) and culture, social and cultural identity. It also addresses various topics such as barriers in intercultural communication, dimensions of culture, multiculturalism, and culture's influence on perception. This course places heavy emphasis on case studies and experiential learning. Recommended preparation: MLL 191 or MLL 305.

RATIONALE FOR NEW COURSE:

This course will serve as an addition to series of upper level Arabic courses already offered at UMBC in order to offer assorted elective courses for the Arabic certificate/minor or in Arabic language and culture major at UMBC. It will also be highly recommended to students who are planning to go for a study abroad to MENA regions and to students in Global Studies major and Political Sciences, International Relations track. This course will be considered as a Capstone Unit for Arabic Minor (and for the future Arabic Major). There is also is a projection to create a cross listing sequence/combined courses with this course and the MA program in the Intercultural Communication (INCC).

This course will be offered as a required course for certificate/major/minor in Arabic, an option for an upper-level culture designated course for GEP, or for students who want to explore the Cross-Cultural Studies of the Middle East & North Africa (MENA) before a study abroad to MENA regions.

This course will highly recommend course preparation of MLL 191 or MLL 305

ATTACH COURSE SYLLABUS (mandatory):

Introduction to Cross Cultural Competency in the Middle East & North Africa (MENA)

Instructor: Samir El Omari
e-mail: samir1@umbc.edu
Location: TBD

Course Description

This course examines main concepts in cross-cultural studies in the Middle East and North Africa (MENA) regions. The course aims to develop students' critical thinking and promote their cross-cultural competency and awareness. Students will explore the concept of culture and common approaches from the field of cross-cultural communication related to the Arab World. The course highlights the key concepts of language (verbal / nonverbal) and culture, social and cultural identity. It also addresses various authentic Arabic topics such as barriers in intercultural communication, dimensions of culture, multiculturalism, and culture's influence on perception. This course places heavy emphasis on case studies that focus on authentic Arabic materials.

Course Objectives

The main course objectives of this class are to:
1. develop/broaden students' understanding of the cross-cultural competency skills of the MENA regions;
2. help students understand how cultural values shape and influence everyday communication and behaviors in the Arab world;
3. enhance students' appreciation of the diverse and complex ways of communicating and behaving among different cultures in the Arab world;
4. enrich students' understanding to the process of negotiations and how it differs across cultures
5. increase students' awareness of power relationships between different groups in the Arab world;
6. develop students' analytic skills in analyzing cross-cultural challenges related to the Arab world;
7. improve students' own cross-cultural competence; and
8. increase students' awareness of their own communication behavior in intercultural settings.

Regarding Academic Honesty

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult UMBC policies.

Accommodations:

Student Disability Services (SDS)
UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and would like to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in person in the Math/Psychology Building, Room 212. For any questions or concerns, you may contact us through email at disAbility@umbc.edu or phone at (410) 455-2459.

If you require accommodations for this class, please make an appointment to meet with me the instructor to discuss your SDS-approved accommodations.

Title IX:

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect (www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf).[1]The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:
The Counseling Center: 410-455-2472
University Health Services: 410-455-2542
(After-hours counseling and care available by calling campus police at 410-455-5555)
 Other on-campus supports and resources:
The Women's Center, 410-455-2714
Title IX Coordinator, 410-455-1606
Additional on and off campus supports and resources can be found at: http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/.

From Erin K. Hogan, PhD
MLLI Undergraduate Program Director

Required Readings

Nydell, M. (**2018**) Understanding Arabs: A Contemporary Guide to Arab Society (6th ed.), Nicholas Brealey Publishing: Intercultural Press. ***required**
ISBN: 978-1-47366-997-0

Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford Press. **(TT)**
ISBN: 1-57230-445-6 ***optional**

Selected reading for class projects:

ELLEN FEGHALI: ARAB CULTURAL COMMUNICATION PATTERNS

Esmat Zaidan: The impact of cultural distance on local residents' perception of tourism development: The case of Dubai in UAE

Charles Harb: The Arab Region: Cultures,Values, and Identities

Juhayna Ajami, Sarah Rasmi, and Nuha Abudabbeh: Marriage and Family: Traditions and Practices Throughout the Family Life Cycle

Running Head: CULTURAL CONVERGENCE IN UAE

MASID, NADIA. "Islam Working Against Women in Morocco." Ninth Annual Conference of the Economic Research Forum Proceedings, 2002.

JONES-PAULY, GHRIS. " Women and the Right to Work in Islamic Law." Lecture, World Bank, July 13, 1999.

KAVOOSSI, MASOUD. The Globalization of Business and the Middle East: Opportunities and Constraints. Westport, GT: Quorum Books, 2000.

LAWRENCE, BRUCE B. Shattering the Myth: Islam Beyond Violence. Princeton, NJ: Princeton University Press, 1998.

AME INFO. " The Number of Arab Free to Air Satellite Channels More Than Doubled between 2004 and 2006," 2006 [URL: http://www. ameinfo.com/104703.html], accessed February 2008.

AL-OLAYAN, FAHAD, and KIRAN KARANDE. " A Content Analysis of Magazine Advertisements from the United States and the Arab World." Journal of Advertising 29, 3 (2000): 69-82.

ANASTOS, DENNIS, ALEXIS BEDOS, and BRYANT SEAMAN. " The Development of Modern Management Practices in Saudi Arabia." Columbia Journal of World Business 15, 2 (1980): 81-85.

AL-MAKATY, SAFRAN, S. G. TUBERGEN, S. SCOTT WHITLOW, NORMAN VAN and DOUGLAS A. BOYD. " Attitudes toward Islam." Journal of Advertising (1996): 16-26.

Mohammadi Akheela Khanum, Shameem Fatima, Mousmi A.Chaurasia: Arabic Interface Analysis Based on Cultural Markers

Course Requirements

The course requirements consist of regular weekly tasks as well as a collection of assignments connected to one major course project. All of these requirements will be explained in detail in the course units. In summary, It includes:

1. In-class and online participation/discussion,
2. Completion of assigned readings,
3. Completion of cross-cultural project,
4. Completion of class exercises and activities,
5. Active participation in online discussions,
6. Full involvement in all class exercises, activities and discussion boards, and
7. Respectful and inquisitive attitude,
8. Midterm/Final.

Each new weekly unit will be posted on Sundays. The units will be posted one by one and will stay up until the end of the course in case you need to review previous units at any time.

Weekly Participation Process
The purpose of this weekly participation process is to learn about various topics related to intercultural communication in an active way that encourages learning through both personal reflection as well as social interaction with classmates, the professor, and a cultural participant. Furthermore, the process should help students integrate both knowledge and experience toward improved intercultural competence. Students will go through the following process in order to deepen their understanding of the course content:

1) Read
2) Reflect
3) React
4) Apply
5) Integrate

The following assignments will be completed weekly following this process:

Readings
Students will be assigned chapters from the textbook to read each week. Students will have one week to read and be prepared for the week's unit (which start on Mondays). Readings are due on Sundays. It is vital to this course to complete the readings. The readings are a key aspect of the class.

Intercultural Activities
Students will participate in various intercultural activities related to the week's topic. These activities should be fun and interesting as well as informative. Sometimes the activities will entail written work; sometimes they will entail participation, reflection, and discussion with classmates.

Cross Cultural Project
A key element to the learning experience. Students will find someone from a culture different from his/her own and have 4 interactions in the form of 2 interviews and 2 activities. Students will write reports and a final paper.

Discussion Board Posts
The discussion board is considered as a supplement/continuation reflection to a face-to-face discussion. It is the place where the real learning takes place! The main discussion board is student moderated and starts with prompts stemming from the week's readings (called initial posts, to be posted by Monday). Each student will have to post at

least two follow-up posts in response to your classmates' posts. Students are responsible to answer to ALL posts under their initial post. The discussions should help students deepen their comprehension of the unit's topic, the readings, and their experiences with the intercultural activities.

Midterm & Final
These assessments will be given as in-class short essays and short comparative analyses based on case study components discussed in class.

Course Evaluation

In-class and online discussion	15%
Interview 1 & 2 (10% each)	20%
Cross-Cultural Project	15%*
Final Essay (Comparative Analysis)	20%
Midterm	15%
Final	15%
	100%

*Cross Cultural Project (Presentation)

Step 1: Personal Cultural Profile	3%
Step 2: Country Profile	3%
Step 3: Cultural Capsule	3%
Step 4: Activity	3%
Step 5: Observation	3%
	15%

A: Excellent (90-100)
B: Above average (80-89)
C: Average (70-79)
D: Below Average (60-69)
F: Not acceptable (0-59)

Reading/Film Entries

Students are required to read the assigned readings and watch the assigned movies in their entirety. All of the films will be on reserve in the library in the video area. They have computers there for you to watch the films at the library.

Final Essay

At the end of the class you will turn in a 6-8-page essay. This paper should be as a comparative analysis between interview1&2, explaining the benefits of developing intercultural competence, key aspects of the course that stood out during students' experiential learning, and how/what learned benefited students in their personal and professional lives. Guidelines will be provided.

Students' Work
All the work students produce for the class is expected to be their own and originally written for this course. Papers may not contain any sentences or paragraphs copied from someone else's work (be it from another student or from any written source) without making explicit source citations and using quotation marks. Students are encouraged to

ask their instructor if they have any questions or need help understanding the guidelines for using other people's work.

Late/Incomplete Work
Late submission of due assignments will result in an automatic reduction of the paper's grade.
Exceptions and accommodations for make-up work will be made only for unavoidable and documented emergencies such as a major illness, hospitalization, or family loss.

This schedule is tentative and subject to change if necessary

Note:
To ensure you will benefit from the most effective learning environment, you will need to read ahead what you will be practicing in class, as well as making sure you have done all your homework on time, and have your book with you for every class meeting.

Week1: Introduction
Unit1: Map of the Arab World (Similarities and Differences)
Arab World
- The Arab States in Africa
- The Maghrib (Morocco, Algeria, Tunisia, …etc.)
- The Nile Valley (Egypt, Sudan)
- The Arab States in Asia (The Levant, Lebanon, Syria, Palestine, …etc.)
- The Arabian Peninsula (Saudi Arabic, Yemen, UAE, Qatar, … etc.)
The Arabic Language / Colloquial Arabic Dialects
The Arab Spring
Terrorism
Filling a Gap
Looking to the Future
Patterns of Change (Modernization/The Effects of Change)

Week2: **Unit2_Beliefs and Values**
Basic Arab Values
Basic Arab Religious Attitudes
Basic Arab Self-Perceptions

Week3: **Unit3_Freinds and Strangers**
The Concept of Friendship
Reciprocal Favors
Visiting Patterns
Business/office relations
Criticism

Week4: **Unit4_Emotion and Logic**
Objectivity and Subjectivity
Fatalism
What is Reality?
The Human Dimension

Week5: **Unit5_Getting Personal**
Personal Questions

Sensitive Subjects
Social Distance
Gestures
Names

Week6: **Unit6_Men and Women**
Social Interaction
Displaying Intimacy
The Status of Women
Women's Right to Vote
Women in Government Positions
Women's Power in the Family
The Headscarf and the Veil
Polygamy
Traditional Gender Roles

Week7: **Unit7_Social Formalities and Etiquette**
Hospitality
Time and Appointments
Discussing Business
Sharing Meals
Smoking
Rules of Etiquette

Week8: **Unit8_The Social Structure**
Social Classes
Image and Upper-Class Behavior
Dealing with Service People

Week9: **Unit9_The Role of the Family**
Family Loyalty and Obligations
Relations among Family Members
Marriage/Divorce
Child-Rearing Practices
Talking about Your Family

Week10: **Unit10_Religion and Society**
Religion Affiliation
Religious Practices
Religion of Islam
Sunni and Shia
The Sharia, Islamic Law
Jihad
The Qur'anic and The Bible
Passages from the Qur'an

Week11: **Unit11_Communicating with Arabs**
Varieties of Arabic
The Superiority of Arabic
The prestige of Classical Arabic
Eloquence of Speech
Speech Mannerisms

The power of Words
Euphemisms
Proverbs

Week12: **Unit12_Anti_Americanism**
Reasons for Arab Anger
The Arab Media
Arab/Muslim Views on American Culture
Views on Western-Style Democracy
Anti-Islam Comments/Defense of Islam Comments

Week13: **Unit13_Arabs and Muslims in the West**
Arabs in the United States
Muslims in the United Stated and Canada
Refugees
Muslims in Europe
The Image of Arabs and Muslims
The Future of Islam in the West