

# Electronic Course Authorization System (ECAS)

## AMES 3886 - VIEW COURSE PROPOSAL

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### Approvals Received:

|                                                                           |   |                                                                                |
|---------------------------------------------------------------------------|---|--------------------------------------------------------------------------------|
| <b>Department</b><br>on 27/04/20<br>by Joshua Morrow<br>(morrowj@umn.edu) | > | <b>College/Dean</b><br>on 29/04/20<br>by Teresa Grimlund<br>(griml020@umn.edu) |
|---------------------------------------------------------------------------|---|--------------------------------------------------------------------------------|

### Approvals Pending:

**Provost** > LE > Catalog

[Effective Status:](#)

Active

[Effective Term:](#)

1219 - Fall 2021

Course:

AMES 3886

Institution:

UMNTC - Twin Cities/Rochester

Campus:

UMNTC - Twin Cities

[Career:](#)

UGRD

[College:](#)

TCLA -

[Department:](#)

10954 -

### General

[Course Title Short:](#)

Petrofictions

[Course Title Long:](#)

Petrofictions: Oil Wars, Wealth, and Waste in the Middle East

[Max-Min Credits for Course:](#)

3.0 to 3.0 credit(s)

[Catalog Description:](#)

Oil is everywhere, shaping every aspect of our lives: our technology, relationships, politics, wars. Fossil fuel energy connects distant regions through uneven production, extraction, and exploitation of resources and populations. How does contemporary Middle Eastern culture tell the story of petromodernity ? of our petroleum energy dependence? What can petrofictions ? literary and cinematic works concerned with oil ? tell us about the "slow violence" of environmental change, oil imperialism and its erosion of democracy, or new forms of environmental activism? Throughout the course we will examine how novels, films, and visual art by American, Iraqi, Iranian, or Indian writers and artists help us realize the networked reality of an oil-addicted world, as well as think about new, speculative forms of energy futures in a "post oil" epoch.

[Print in Catalog?:](#)

Yes

[CCE Catalog Description:](#)

false

[Grading Basis:](#)

A-F

[Topics Course:](#)

No

[Honors Course:](#)

No

[Online Course:](#)

No

[Freshman Seminar:](#)

No

**Is any portion of this course taught outside of the United States?:**

No

[Community Engaged Learning \(CEL\):](#)
**New:** None  
**Old:**
[Instructor Contact Hours:](#)

3.0 hours per week

[Course Typically Offered:](#)

Periodic Fall &amp; Spring

[Component 1:](#)

LEC

[Component 2:](#)

&lt;No text provided&gt;

[Auto Enroll Course:](#)

No

[Graded Component:](#)

LEC

[Academic Progress Units:](#)

3.0 credit(s) (Not allowed to bypass limits.)

[Financial Aid Progress Units:](#)

3.0 credit(s) (Not allowed to bypass limits.)

[Repetition of Course:](#)

Repetition not allowed.

|                                                                           |                                                                                                                                                                                        |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Course Prerequisites for Catalog:</u></b>                           | <No Text Provided>                                                                                                                                                                     |
| <b><u>Course Equivalency:</u></b>                                         | <No text provided>                                                                                                                                                                     |
| <b><u>Cross-listings:</u></b>                                             | No cross-listings                                                                                                                                                                      |
| <b><u>Add Consent Requirement:</u></b>                                    | No required consent                                                                                                                                                                    |
| <b><u>Drop Consent Requirement:</u></b>                                   | No required consent                                                                                                                                                                    |
| <b><u>Enforced Prerequisites: (course-based or non-course-based):</u></b> | No prerequisites                                                                                                                                                                       |
| <b><u>Editor Comments:</u></b>                                            | 2/24/2020 Create new course for Fall 2021. Previously taught as Topics Course AMES 3820 Spring 2020. JLM<br><br>4/27/2020 Updated syllabus to reflect correct grading percentages. JLM |
| <b><u>Proposal Changes:</u></b>                                           | <No text provided>                                                                                                                                                                     |
| <b><u>History Information:</u></b>                                        | 2/24/2020 Create new course for Fall 2021. Previously taught as Topics Course AMES 3820 Spring 2020. JLM<br><br>Approved by CRC 4/23/20. TG                                            |
| <b><u>Faculty Sponsor Name:</u></b>                                       | Shir Alon                                                                                                                                                                              |
| <b><u>Faculty Sponsor E-mail Address:</u></b>                             | alon@umn.edu                                                                                                                                                                           |

### Student Learning Outcomes

#### Student Learning Outcomes

\* Students in this course:

#### **- Can locate and critically evaluate information**

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Oil is everywhere, yet we rarely consciously see it. Over the course of the semester, the students will learn to ?read for oil? in a variety of political, economic, and cultural contexts. Reading primary sources such as corporate histories, novels, or popular films, as well as critical secondary sources, the students will be able to identify the foundational myths and material limitations that continue to allow for our reliance on oil economies despite knowledge of their destructive climate effects.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Throughout the semester, the students will turn in a number of projects that will demonstrate their ability to directly approach and analyze materials: two comparative papers about our readings, and a final project engaging with a new archive related to the petroleum industry in the Middle East. In this final project they will demonstrate the ability to apply the tools they have learned throughout the semester to new literary, visual, or archival materials.

### Liberal Education

#### Requirement this course fulfills:

AH Arts/Humanities

#### Other requirement this course fulfills:

ENV Environment

#### Criteria for Core Courses:

**Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.**

#### **Core courses must meet the following requirements:**

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.
- They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.
- They are offered on a regular schedule.
- They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.

Gaining critical literacy in diverse histories and cultural traditions is one of the foundational principles of liberal education: it denaturalizes one's given context and offers a basis for thinking comparatively of the variety of meaning-making systems that humans have elaborated in various places and times. In this multi-disciplinary course, you will learn of the history of oil extraction, of the way oil has shaped both American and Middle Eastern lives, landscapes, and possibilities, and finally, of the manners in which cultural products allow us both to understand and to challenge the taken-for-granted aspects of our material and political present.

Our syllabus consists of diverse products of petroculture: novels (Munif, Kanafani), stories (Calvino, Unnikrishnan, Mahmud), films (Russel, Rashid), documentaries (Gulistan, Herzog), personal testimonies (al-Radi), photography archives, and cultural criticism (al-Maria, Baudrillard, Ghosh). The course is divided into four sections, examining how these cultural products emerge from and reflect on their social and historical context: The first section considers the imperative to study the cultural role of oil in a global framework, given our knowledge of the oil economy's devastating environmental impact. The second considers the impact of the emergence of oil-wealth and mass labor migration to the gulf, socially and culturally. The third section considers the history of oil-related American military intervention in the Middle East, as well as the manner new media technologies shape the way war is viewed on the ground and from afar. The final section, Waste, considers the environmental impact of both oil extraction and continuous militarization in the Middle East. Engaging with a diversity of perspective and voices ? from Indian labor migrants, through American speculators, to Saudi theorists ? you will develop a set of critical tools to assess, contextualize, and draw connections between these cultural products.

**Criteria for  
Theme Courses:**

**Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.**

**Theme courses have the common goal of cultivating in students a number of habits of mind:**

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

While studying the global socio-environmental effects of oil politics and economies, this course will cultivate the following habits of mind:

Thinking ethically about important challenges facing our society and world;  
This course addresses some of the most urgent environmental issues of our time: fossil fuel extraction and its connection to global warming. The course examines the history of the oil industry in the Middle East, its disastrous and transformative effects, and the economic and cultural structures in which fossil fuels are entangled. Learning of the origins and cultural significance of oil, we will also continuously address the kinds of cultural and political work that is needed today in order to shift away from environmentally and socially destructive extractive economies.

Reflecting on the shared sense of responsibility required to build and maintain community;  
Throughout the course, we will examine the unequal and codependent relationship between the US and the Middle East, which is shaped, to a large extent, by oil-politics. Reading literature by Middle Eastern writers who consider the impact of oil extraction on local environments, we will follow their diagnosis of how the oil economy shaped uneven and violent development in the Middle East and trace their visions for more democratic and just social formations. We will consider the ways in which the pervasiveness of the oil economy into all facets of life necessitates cultivating a sense of global responsibility and demands for accountability.

Connecting knowledge and practice;  
You will learn how to critically assess information put out by fossil fuel companies by reading it alongside texts by environmental scientists and social researchers, as well as by on-the-ground writers and artists. We will learn to identify the main economic and political myths that sustain our fossil-fuel dependency, despite our knowledge of its environmentally catastrophic effects. Furthermore, we will trace the often-

unintended social consequences of extractive economies, which will teach us that any shift away from fossil-fuel extraction must be based in principles of social justice. All of the above will give you tools to participate in current debates on energy policy, recognizing their material, social, and environmental impacts.

Fostering a stronger sense of our roles as historical agents. Throughout the course, we will recognize the labor leaders, the environmental activists, the committed artists and documentarists, and the social scientists, who have worked to curtail oil companies' desires for maximum profit. We will trace how communities and individuals worked to make the destructive effects of fossil extraction more visible, and the distribution of oil-wealth more just. These figures demonstrate that our current oil-saturated reality is not necessary or inevitable, but rather the product of social and political struggles. My hope is that they will inspire you to realize where you can make a difference in shaping a better environmental future, both locally and globally.

**LE Recertification-Reflection Statement (for LE courses being re-certified only):**

<No text provided>

**Statement of Certification:**

This course is certified for a Core (blank) as of  
This course is certified for a Theme (blank) as of

**Writing Intensive**

**Propose this course as Writing Intensive curriculum:** No

**Question 1 (see CWB Requirement 1):**

**What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.**

<No text provided>

**Question 2 (see CWB Requirement 2):**

**What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.**

<No text provided>

**Question 3 (see CWB Requirement 3):**

**How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.**

<No text provided>

**Question 4 (see CWB Requirement 4):**

**Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.**

<No text provided>

**Question 5 (see CWB Requirement 5):**

**What types of instruction will students receive on the writing aspect of the assignments?**

<No text provided>

**Question 6 (see CWB Requirement 6):**

**How will the assistants be trained and supervised?**

<No text provided>

**Statement of Certification:**

This course is certified for a Theme (blank) as of

**Course Syllabus**

**Course Syllabus:** SYLLABUS AMES 3886 | Fall 2021 - Petrofictions: Oil Wars, Wealth, and Waste in the Middle East  
3 Credits

Instructor: Dr. Shir Alon  
Email: alon@umn.edu

Class Time: T,TH 11:15am ? 12:30pm  
Office Hours: T, TH 10:00-11:00am, Folwell 230-C

Oil is everywhere, shaping every aspect of our lives: our technology, relationships, politics, wars. Fossil fuel energy connects distant regions through uneven production, extraction, and exploitation of resources and populations. How does contemporary Middle Eastern culture tell the story of petromodernity ? of our petroleum energy dependence? What can petrofictions ? literary and cinematic works concerned with oil ? tell us about the ?slow violence? of environmental change, oil imperialism and its erosion of democracy, or new forms of environmental activism? Throughout the course we will examine how novels, films, and visual art by American, Iraqi, Iranian, or Indian writers and artists help us realize the networked reality of an oil-addicted world, as well as think about new, speculative forms of energy futures in a ?post oil? epoch.

**Student Learning Objectives:**

While fossil fuel shapes every aspect of modern life, we are rarely conscious of it or of its history of extraction. Over the course of the semester, you will learn to ?read for oil? in a variety of political, economic, and cultural contexts. Analyzing primary sources such as corporate histories, novels, and popular films, as well as critical secondary sources, by the end of the term you will be familiar with the way oil extraction has shaped the Middle East. More significantly, you will be aware of both real limitations and foundational myths that allow for our continued reliance on fossil fuels despite knowledge of their environmental effects.

**Assessment:**

Throughout the semester, you will turn in a number of projects that will demonstrate your ability to directly engage with and analyze materials: two comparative papers about our readings, and a final project engaging with a new archive related to the petroleum industry in the Middle East. In this final project you will demonstrate an ability to apply the tools you have learned throughout the semester to new literary, visual, or archival materials.

**Liberal Education: Meeting Humanities Studies Core Criteria**

Gaining critical literacy in diverse histories and cultural traditions is one of the foundational principles of liberal education: it denaturalizes one?s given context and offers a basis for thinking comparatively of the variety of meaning-making systems that humans have elaborated in various places and times. In this multi-disciplinary course, you will learn of the history of oil extraction, of the way oil has shaped both American and Middle Eastern lives, landscapes, and possibilities, and finally, of the manners in which cultural products allow us both to understand and to challenge the taken-for-granted aspects of our material and political present.

Our syllabus consists of diverse products of petroculture: novels (Munif, Kanafani), stories (Calvino, Unnikrishnan, Mahmud), films (Russel, Rashid), documentaries (Gulistan, Herzog), personal testimonies (al-Radi), photography archives, and cultural criticism (al-Maria, Baudrillard, Ghosh). The course is divided into four sections, examining how these cultural products emerge from and reflect on their social and historical context: The first section considers the imperative to study the cultural role of oil in a global framework, given our knowledge of the oil economy?s devastating environmental impact. The second considers the impact of the emergence of oil-wealth and mass labor migration to the gulf, socially and culturally. The third section considers the history of oil-related American military intervention in the Middle East, as well as the manner new media technologies shape the way war is viewed on the ground and from afar. The final section, Waste, considers the environmental impact of both oil extraction and continuous militarization in the Middle East. Engaging with a diversity of perspective and voices ? from Indian labor migrants, through American speculators, to Saudi theorists ? you will develop a set of critical tools to assess, contextualize, and draw connections between these cultural products.

**Meeting Environment Theme Criteria:**

While studying the global socio-environmental effects of oil politics and economies, this course will cultivate the following habits of mind:

Thinking ethically about important challenges facing our society and world;

This course addresses some of the most urgent environmental issues of our time: fossil fuel extraction and its connection to global warming. The course examines the history of the oil industry in the Middle East, its disastrous and transformative effects, and the economic and cultural structures in which fossil fuels are entangled. Learning of the origins and cultural significance of oil, we will also continuously address the kinds of cultural and political work that is needed today in order to shift away from environmentally and socially destructive extractive economies.

Reflecting on the shared sense of responsibility required to build and maintain community;

Throughout the course, we will examine the unequal and codependent relationship between the US and the Middle East, which is shaped, to a large extent, by oil-politics. Reading literature by Middle Eastern writers who consider the impact of oil extraction on local environments, we will follow their diagnosis of how the oil economy shaped uneven and violent development in the Middle East and trace their visions for more democratic and just social formations. We will consider the ways in which the pervasiveness of the oil economy into all facets of life necessitates cultivating a sense of global responsibility and demands for accountability.

Connecting knowledge and practice;

You will learn how to critically assess information put out by fossil fuel companies by reading it alongside texts by environmental scientists and social researchers, as well as by on-the-ground writers and artists. We will learn to identify the main economic and political myths that sustain our fossil-fuel dependency, despite our knowledge of its environmentally catastrophic effects. Furthermore, we will trace the often-unintended social consequences of extractive economies, which will teach us that any shift away from fossil-fuel extraction must be based in principles of social justice. All of the above will give you tools to participate in current debates on energy policy, recognizing their material, social, and environmental impacts.

Fostering a stronger sense of our roles as historical agents.

Throughout the course, we will recognize the labor leaders, the environmental activists, the committed artists and documentarists, and the social scientists, who have worked to curtail oil companies? desires for maximum profit. We will trace how communities and individuals worked to make the destructive effects of fossil extraction more visible, and the distribution of oil-wealth more just. These figures demonstrate that our current oil-saturated reality is not necessary or inevitable, but rather the product of social and political struggles. My hope is that they will inspire you to realize where you can make a difference in shaping a better environmental future, both locally and globally.

**Required Texts**

Abdelrahman Munif, *Cities of Salt*.  
 Ghassan Kanafani, *Men in the Sun*  
 Amitav Ghosh, *The Great Derangement*  
 Course packet from Paradigm Copies, 720 Washington Ave SE

**Grading**

|     |                              |
|-----|------------------------------|
| 20% | Participation and Group Work |
| 40% | Two short essays (3-5pp.)    |
| 5%  | Final presentation           |
| 35% | Final project                |

**Participation**

Come to class on time and ready to work. This means doing the required reading and actively participating during in-class discussions and group work. Discussion offers you a chance to better formulate and deliver your own ideas, while improving your ability to respond to and integrate different positions.

We will be dealing with some controversial or explicit material over the course of the quarter. Remember to keep an open mind, not only as you read the text, but also during your engagement with others in class. While I encourage you all to be honest and open in your considerations of the course materials, mutual respect is a crucial and necessary part of this class. Our individual responses will probably differ, but academic scholarship aims to create a conversation where we can each benefit from one another?s contribution and justify our judgments.

Attendance is mandatory. More than two unexcused absences will lower your grade. This applies to more than just your physical presence: Please put away your phones, tablets, and laptops during class, take handwritten notes, and bring hardcopies of the texts. Research shows that students who take notes by hand perform better than those who take notes on their laptops. On the other hand, research also shows that electronic devices can enhance the quality of group work. On days when group work is scheduled, I will inform you in advance. Unauthorized technology use, including of cell phones, will be counted as an absence. If this policy poses any

problem, please discuss it with me.  
Assignments

#### Two Short Essays (750-1000 words)

The prompts for these comparative papers will be distributed a week before the due date. Your paper should include an original argument or observation ? the key to that is focusing on a concrete, specific question, rather than attempting to attack big abstract ideas, or trying to summarize an entire novel.

#### Final Project

For your final project you will research in a petroculture primary source archive. I will give you some suggestions for literary, cinematic, visual, or journalistic archives, or you can identify one yourself (and check in with me). The form of your project is up to you and depends on your findings and the kind of archive you are exploring: You can turn in a more traditional paper (2000-2500 words), make a podcast, a video, a website, a statistical paper ? I encourage you to pursue your skills and interests.

Project Proposal: Whichever final option you choose, you will need to turn in a proposal or an abstract which detail your plans and get them approved. I encourage you to talk to me about your final project before submitting an abstract ? otherwise it is required to meet with me to discuss your plan afterwards.

Presentations: During the last week, we will hold two conference-style sessions, presenting your work to the class to get additional feedback and ideas. These will be short work-in-progress presentations (about 10 mins each). Additional details will be provided.

#### Communication

Throughout the semester, I will post reminders and announcements using email and Canvas. You should check both on a daily basis. The best way to communicate with me is in person, either in the classroom, during office hours, or by appointment. Make use of office hours. I am always delighted to meet and discuss your work or the course materials. If you make an appointment but cannot show up, it is basic courtesy to email and cancel in advance.

Please see Canvas for additional policies and let me know if you have any questions.

#### Week 1

Oil Pumps

21-Jan

Introduction to course materials

23-Jan

Michael Rubenstein ?Petro-? in ACLA State of the Discipline Report, 2015.

In Class: "Oil for Aladin's Lamp", Shell, 1933 [1949]

#### Week 2

Petroculture and Petrofiction

28-Jan

Italo Calvino, "The Petrol Pump" [CP 4pp]

Amitav Ghosh. "Petrofiction: Oil Encounter and the Novel" [CP 9pp]

30-Jan

Graeme Macdonald, "Fiction" from the term book [Canvas 4pp]

#### Week 3

Fossil Economies

4-Feb

Selection from Andreas Malm, Fossil Capital. [CP 1-36; 267-278]

RECOMMENDED: Benjamin Kunkel, ?The Capitalocene,? LRB, March 2, 2017.

6-Feb

Timothy Mitchel, "Carbon Democracy," Economy and Society, 38:3, 399-432 [CP]

#### Week 4

Carbon Modernity: American Tales

11-Feb

Selection from Wallace Stegner, Discovery! The search for Arabian Oil, pp. 1-29; 59-103; 197-214. [CP]

13-Feb

Selection from Robert Vitalis, America?s Kingdom, 16-26; 54-61. [CP]

OPTIONAL: Robert Vitalis, ?Wallace Stegner's Arabian Discovery? [Canvas]

#### Week 5

Carbon Modernity: Saudi Stories

18-Feb

Abdelrahman Munif, Cities of Salt.

Rob Nixon, "Fast Forward Fossil" from Slow Violence and the Environmentalism of the Poor, pp. 68-102. [CP]

OPTIONAL: Peter Theroux on Munif.

20-Feb

Munif cont.

#### Week 6

Saudi Stories cont.

25-Feb

Munif cont.

27-Feb

Mai al-Nakib, "Echo Twins," pp. 27-56. [CP]

#### Week 7

Carbon Modernity: Iran

3-Mar

Ibrahim Gulistan, A Fire (Short Film) [Canvas]

Short Paper 1 due.

5-Mar

Ahmed Mahmud, "The Little Native Boy". [CP 30pp]

10, 12 Mar

SPRING BREAK

#### Week 8

Labor Migration

17-Mar  
Ghassan Kanafani, Men in the Sun.

19-Mar  
Selection from Deepak Unnikrishnan, Temporary People, 5-24; 47-81; 137-139; 191-195. [CP]

Week 9  
Wealth: Gulf Futurism  
24-Mar  
Pascal Menoret, ?Learning from Riyadh Automobility, Joyriding, and Politics? [Canvas 12pp]

26-Mar  
Sophia al-Maria, Sci-Fi Wahabi  
Interview with Rachel Aima, ?Ethnic Futurism in the Gulf?  
M.I.A. ?Bad Girls? video.  
Short Paper 2 due.  
Week 10  
War  
31-Mar  
Three Kings (Film, US 1999). [Canvas]  
Toby C. Jones, "America, Oil, and War in the Middle East" [Canvas]

2-Apr  
Nuha al-Radi, excerpts from Baghdad Diaries, [CP 13 pp.]

Week 11  
War as Fake News  
7-Apr  
Jean Baudrillard, "The Gulf War Did Not Take Place," pp. 53-87 [CP]  
Final Paper Abstract Due  
Apr 9  
NO CLASS

Week 12  
Waste  
14-Apr  
IN CLASS FILM: Werner Herzog, Lessons of Darkness

16-Apr  
Odayy Rashid, Underexposure. (Film, Iraq 2003) [Canvas]  
Toby C. Jones, "Toxic War and the Politics of Uncertainty in Iraq" [Canvas]

Week 13  
Climate Annihilation  
21-Apr  
Amitav Ghosh, The Great Derangement, Part 1.  
23-Apr  
Ghosh cont.  
Week 14  
Final Presentations  
28-Apr  
Presentations  
30-Apr  
Presentations

University Policy Statements

Grading and transcripts: <https://policy.umn.edu/education/gradingtranscripts>  
Student Conduct Code: [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)  
Makeup Work for Legitimate Absences: <https://policy.umn.edu/education/makeupwork>  
Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:  
[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\\_Harassment\\_Sexual\\_Assault\\_Stalking\\_Relationship\\_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)  
Equity, Diversity, Equal Employment Opportunity, and Affirmative Action:  
[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)  
Disability Services: <https://regents.umn.edu/sites/regents.umn.edu/files/policies/DisabilityServices.pdf>  
Academic Freedom: [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic\\_Freedom.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf)

## Strategic Objectives & Consultation

### Name of Department Chair Approver:

Christine Marran

### Strategic Objectives - Curricular Objectives:

#### **How does adding this course improve the overall curricular objectives of the unit?**

This course broadens and deepens the offerings in Asian and Middle Eastern Studies because it is focused centrally on the Middle Eastern region in ways that are not covered in-depth in any other content courses.

### Strategic Objectives - Core Curriculum:

#### **Does the unit consider this course to be part of its core curriculum?**

This course will satisfy the core requirements that we have in the department for the Arabic major and minor subplan.

### Strategic Objectives - Consultation with Other Units:

**Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee,**

**knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.**

The department conducted a thorough university catalog search and did not find overlapping course content outside or within CLA. In addition, we requested feedback from English, Cultural Studies & Comparative Literature, and the Institute of Global Studies.

"We see no overlap with any of Professor Alon's new courses." Dan Philippon (DUS, English)

"I've had a chance to review the...syllabi from Shir, and they all look great. We will approve them for our MENA students and don't have any concerns about overlap." Danielle Dadras (DUS, Global Studies)

"They all look fabulous! We do not have any concerns about potential overlap with course content in CSCL." Maggie Hennefeld (DUS, CSCL)

Notes from UMN UGRD Associate Deans:

CBS has no concerns.  
CCAPS has no concerns.  
CEHD has no concerns.  
CEDS has no concerns.  
CSOM has no concerns.  
SON has no concerns.

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[Contact Us](#)

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Information current as of April 29, 2020

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