



POP CULTURE IN THE ARAB WORLD

ARB2103

HYBRID COURSE

July 2019

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SUMMER 2019

Professor: May Telmissany

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COURSE DESCRIPTION

Hybrid: the course includes 3 weeks offered in class and 3 weeks offered completely online (Brightspace). Generally speaking, a hybrid course encourages students to regularly interact with professor and with one another. Online modules diversify sources of information and inspire students to be creative and proactive in learning.

When: Tuesdays and Thursdays, 17:30-20:20

Where: In-class lectures are offered in FSS-2005 (Tuesdays and Thursdays)

LMS Access: <http://tlss.uottawa.ca/site/connection-to-the-lms>

What: The study of popular cultures in the Arab World includes language, music, dance, fashion, marriage, pop religiosity, food and sports among other topics. Students will watch Youtube clips, listen to music, read about everyday life in the Arab World, search for information online and learn how to be critical and creative at once.

Contact: Professor May Telmissany may.telmissany@uottawa.ca Tel: 613-562-5800 # 2401

Office Hours: Tuesdays and Thursdays, 16:00-17:00, office **DMS-11148**. Please email for appointments.

COURSE EVALUATION

- **10% In-Class Attendance and Participation:** It is the student's responsibility to sign the attendance sheet. Only full signatures on the attendance sheet will be counted (no initials please). **Fashion Activity** *Bal masqué "Being/Becoming Arab"* organized on July 30th in class. This activity is graded towards the participation mark.
- **25% 1st Online Quiz,** Thursday 1 August (50 questions, MC, based on class notes and readings). Quiz will be available online for 48 hours starting 1 August @ 5:30 pm. Missing the quiz will not be accepted without medical note. Students are required to review readings and class material available in Modules 1 to 6 to complete Quiz 1.
- **25% 2nd Online Quiz,** Thursday 22 August (50 questions, MC, based on class notes and readings). Quiz will be available online for 48 hours starting 22 August @ 5:30 pm. Missing the quiz is be accepted without medical note. Students are required to review readings and class material available in Modules 7 to 12 to complete Quiz 2.
- **40% Final Project:** individual research paper (10 pages); or team-work video (10 minutes); or 30 hours of experiential learning (in addition to a 5-pages report). Papers, videos and experiential learning reports are accepted in English or French. No late submission is accepted without medical note. Professor will not accept the final project if the student fails to attend four in-class lectures. Deadline for final project submission: August 30th before 4pm (Please see full instructions on Brightspace). A penalty of -1% for each day of delay will apply.

SCHEDULE

Week	Session	Topic/Activity	Reading (s)	Hybrid Component
W1	T. 16 July	Module 1: Introduction to the concept of Pop Culture	Stuart Hall and Daniel Danesi	In class
	Th. 18 July	Module 2: Arabic language key to Arab identity: storytelling, songs, vernacular poetry	Andrew Hammond	In class
W2	T. 23 July	Module 3: Body language: commercial theatre, stand-up comedy, belly dance	Karin Van Nieuwkerk	In class
	Th. 25 July	Module 4: Entertainment, Leisure and Sports: the question of identity	Lara Deeb and Sulayman Khalaf	In class
W3	T. 30 July	Module 5: Fashion, Desire and Power: fashion shows, beauty shops, shopping malls	John Fiske	In class + Fashion Activity
	Th. 1 August	Module 6: Marriage in the Arab World: customs of engagement, marriage and divorce	Homa Hoodfar	In class Class ends @7:30pm + Online Quiz no 1
W4	T. 6 August	Module 7: Visual media, documentary films and women claiming the public sphere	No readings required	Online
	Th. 8 August	Module 8: Political song and music before and after the Arab Spring	Valassopoulous and Mostafa	Online
W5	T. 13 August	Module 9: Graffiti art and the culture of street contestation	No readings required	Online
	Th. 15 August	Module 10: Bread and Freedom: links between the food crisis and the Arab Spring	No readings required	Online
W6	T. 20 August	Module 11: Recapitulations: what is "oppositional" pop culture?	No readings required	Online
	Th. 22 August	Module 12: Recapitulations: the international outreach of Arab pop culture.	No readings required	Online + Online Quiz no 2
	Friday 30 August	Online Submission of Final Project before 4:00 pm		

COMPULSORY READINGS

ALL Readings are available on Brightspace, in PDF format.
Readings are necessary to pass the two online quizzes.
Students are encouraged to use the readings in their final project.

READING LIST

- Hall, Stuart. "Notes on Deconstructing the Popular" in *Cultural Resistance Reader*, ed. by Stephen Duncombe. New York: Verso, 2002.
- Danesi, Marcel. *Popular Culture: Introductory Perspectives*. Lanham, Maryland: Rowman and Littlefield Publishers, 2008. (Introduction).
- Hammond, Andrew. *Popular Culture in the Arab World*. Cairo: The American University in Cairo Press, 2007. Chapter 2: The Arabic Language.
- Van Nieuwkerk, Karin. *A Trade Like any Other. Female Singers and Dancers in Egypt*. Cairo: the American University in Cairo Press, 1995.
- Deeb, Lara and Harb, Mona. "Sanctioned Pleasures: Youth, Piety and Leisure in Beirut", in *Middle East Report* 245 (Winter 2007), 12-19.
- Khalaf, Sulayman. "Poetics and Politics of Newly Invented Traditions in the Gulf: Camel Racing in the United Arab Emirates" in *Ethnology* 39:3 (Summer 2000), 243-261.
- Fiske, John. "Shopping for Pleasure" in *Cultural Resistance Reader*, ed. by Stephen Duncombe. New York: Verso, 2002.
- Hoodfar, Homa. "Marriage, Family and Household in Cairo" in *Arab Society and Culture. An Essential Reader*, ed. by Samir and Roseanne Saad Khalaf. London: Saqi Books, 2009.
- Anastasia Valassopoulos and Dalia Said Mostafa, "Popular Protest Music and the 2011 Egyptian Revolution", *Popular Music and Society* 37: 5 (2014), 638-659.

LEARNING TOOLS

- **Course Structure:** in-class lectures and online videos are structured in 12 Modules. Each module contains the following items: Professor's Notes and Videos; Homework; Readings; Discussion Forum, in addition to the online Quizzes and Assignments.
- **Course Material:** all material is available on **Brightspace**. Students are expected to finish their online quizzes on time. With the ability to access information anytime, share information, interact with one another, and benefit from the resources available online, students will have the opportunity to control their learning experience and manage their own time.
- **Learning Experience:** students are expected to be active, engaged, and learning-centered. They should dedicate time to learn, reflect, write and debate in order to enhance their learning experience.
- **Evaluation:** students are expected to participate in class activities and conduct research using their knowledge and analytical skills, particularly in the fields of the Humanities and Social Sciences.

LEARNING OBJECTIVES and STUDENT ASSESSMENTS

Learning Essentials	Learning Objectives	Student Assessment
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Arab-ness/Arab Identity • Arab History (20th and 21st c.) • Arab cultures(s) • National and World cultures • Pop culture as oppositional culture • Cultural resistance • Cultural diversity • Patriarchy • Religious Conservatism 	<p>By the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1) understand Arab multiple identities (including national, social, cultural and religious identities); 2) recognize the diversity of Arab national cultures (e.g. language, dance, music, fashion, sports, media, etc.); 3) distinguish major trends in Pop culture across the Arab World; and 4) identify social, political, and aesthetic themes in contemporary Arab cultural productions. 	<p>Students are expected to gain bodies of knowledge and to use them effectively in:</p> <ol style="list-style-type: none"> 1) Online Multiple choice quizzes (25% each) which are information-based; 2) Discussion forum (not graded) that complement and expand on teaching material; 3) Final research paper (40%) offering the opportunity to conduct research, make a film or volunteer in an Arab organization in Ottawa.
<p>Theoretic Framework:</p> <ul style="list-style-type: none"> • Cultural Studies • Postcolonial Theory • Cultural Theory • Modern History • Sociology of culture 	<p>By the end of this course, the student will be able to analyze and compare cultural practices using postcolonial concepts such as cultural resistance, analytic tools such as data analysis and theoretic approaches such as the historic, sociologic and cultural studies approaches.</p>	<p>Students are expected to understand major concepts of cultural theory and to apply them accurately, especially through online assignments and final project.</p>
<p>Analytical Skills:</p> <ul style="list-style-type: none"> • How to analyze data within the framework of cultural resistance? • How to identify contradictions within Arab societies today? • How to develop analytical skills using social/political knowledge? • How to develop critical thinking skills? 	<p>By the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1) apply cultural studies terminology, concepts and theory in cultural analysis; 2) evaluate the significance of major cultural practices in relation to socio-political situations; 3) analyze social and political realities through culture; and 4) develop critical thinking using postmodern deconstructive methodologies. 	<p>Students are expected to show their knowledge through online quizzes and to develop their analytical competencies in online assignments and final research projects. There is also room for creativity and team work, should the student choose to make a video project; and for community engagement should the student decide to volunteer.</p> <p>Students are also expected to structure their projects clearly and to properly use and cite their sources of reference.</p>

INSTRUCTIONS FOR SESSIONAL ASSESSMENTS

In-Class Attendance and Participation graded 10%

It is the student's responsibility to sign the attendance sheets for 6 in-class lectures; each signature represents 1%. Only full signatures on the attendance sheet will be counted (no initials please).

Fashion Activity *Bal masqué "Being/Becoming Arab"* organized on July 30th in class.

Students are expected to bring to class a piece of clothing or an object related to Arab culture. For example, dresses, jackets, abayas, scarves, make up tools, Arab food, Arabic music instruments or any other object you know or think is Arab can be displayed during the Fashion show. Students will be required to write a short assignment in class at the end of the activity (100 words in 15 minutes).

This activity is compulsory; it is graded 4% towards the participation mark.

Online Quizzes graded 25% each

Quizzes consist of 50 Multiple Choice basic questions on modules, readings and class notes. Once you access the quiz, you have to complete it within 60 minutes.

Quiz 1 is posted online 1 August at 7:30 pm and is due 3 August at 5:30 pm
Please review Modules 1 to 6 before taking Quiz 1.

Quiz 2 is posted online 22 August at 5:30 pm and due 24 August at 5:30 pm.
Please review Modules 7 to 12 before taking Quiz 2.

INSTRUCTIONS FOR FINAL PROJECT graded 40%

INDIVIDUAL RESEARCH PAPERS

Papers should be 10 pages, double space, Times New Roman 12, in addition to the cover page and the Reference page. Topics should be related to any of the 10 different themes, topics, disciplines and practices discussed in class (e.g. language, music, Internet, media, leisure, sports, etc.).

The paper should refer to at least THREE major sources of reference. Scholarly books and articles are considered major sources of reference. You can use Internet or Newspapers material in addition to the THREE sources required for your research. Footnotes and bibliography are compulsory. Use MLA or Chicago style.

SUBMISSION: Please submit your paper on Brightspace. NO EMAILS please!

DEADLINE: 30 August @ 4pm.

Structure of Paper:

1. Cover page including a clear title of your paper, name and student ID
2. Introduction (2 pages) about the topic you wish to discuss and your general argument/thesis. Give a brief history of the pop practice you wish to analyse, contextualize by referring to social and cultural environments, etc.
3. Development (7 pages): break your paper down into two or three sections; focus on ONE idea per section. Create links between your paragraphs and sections.
4. Conclusion (1 page): summarize the major argument of your paper.
5. Bibliography (1 page): include at least three sources of reference.

Evaluation Criteria for Individual Research Paper:

The style: with no or few spelling mistakes and scientific argumentation, your paper will be more appreciated by the reader (5 points).

The structure of the paper and the clarity of your analysis (one idea per paragraph); the connexion between the topics you are discussing and the general topic of the course should be obvious; the transitions and links between the paragraphs (5 points).

Content analysis: the focus, the pertinence of the topic and the originality of your analysis are worth higher marks; scholarly works (books and articles) you refer to in your essay (recent bibliography, related books to your topic, quotations and footnotes, etc.) and the way you integrate your quotations in your analysis are also an evaluation criteria; citations enhance and strengthen your argument (25 points).

EXPERIENTIAL LEARNING REPORTS

Community-based learning experiences enhance the students' learning experience through volunteering. To volunteer in one of Ottawa's Arab associations, students are advised to visit the University of Ottawa Experiential Learning Service website for more information.

<http://web5.uottawa.ca/els/students/index.php>

The volunteering project has to be approved by professor on or before July 30th. Students have to arrange for a letter from their supervisor at the association to confirm the number of hours and the tasks assigned to student. The letter from the supervisor should be sent directly to professor before the deadline of 30 August to this email: may.telmissany@uottawa.ca

Students are requested to report on their experience (a minimum of 30 hours of volunteering) after the end of the project. The report should be related to any of the 10 different themes, topics, disciplines and practices discussed in class (e.g. language, music, Internet, media, leisure, marriage, sports, etc.). It should explain how the volunteering experience enhanced the student knowledge of pop culture in the Arab World. Reports should be 5 pages, Time New Roman 12, double space, in addition to the cover page. The report can include images in addition to the 5-page text. If necessary, use bullets to summarize characteristics, brief historical facts, etc. related to the volunteering experience. Scholarly books and articles used in class can be referenced to enhance the report.

SUBMISSION: Please submit the report on Brightspace. NO EMAILS please!

DEADLINE: 30 August @ 4pm.

20 points are dedicated to finishing the 30 hours and 20 points to the Report

Evaluation Criteria for the Experiential Learning Report:

The style: with no or few spelling mistakes and scientific argumentation, your report will be more appreciated by the reader (3 points).

The structure of the report should be clear, and the connexion between the volunteering experience and the course should be obvious (3 points).

Content analysis: the focus, the pertinence of the topic and the originality of your experience analysis are worth higher marks; scholarly works (books and articles) you refer to in your report and the way you link your course knowledge with your volunteering experience are an important evaluation criteria; references to readings done for the course enhance and strengthen your report (14 points).

TEAM VIDEO PROJECTS

Documentary videos should be at least 10 minutes long. This is a team project; two or three students should work together on the video. Topics discussed in the video should be related to any of the 10 different themes, topics, disciplines and practices discussed in class (e.g. language, music, Internet, media, leisure, marriage, sports, etc.).

The audiovisual quality of the video is a major evaluation criterion. If the sound is not audible or the image is blurry, this might hinder your work and therefore reduce your chances to get a good mark. Research should be done prior to shooting. It is NOT enough to do video interviews; your questions should be based on research material and readings. You can include written information in your video using slides or add a voice comment as you see fit. Please use subtitles if your interviewees speak in Arabic.

SUBMISSION: Please upload the video to Youtube and submit the link on Brightspace. You can also submit an mp4 document. NO EMAILS please!

Deadline: 30 August @ 4pm.

Evaluation Criteria for Team Video Project:

The visual quality: image in focus, audible sound, genre, composition, framing, editing, music (5 points)

The structure of the video: the clarity of your interviews, the transitions and links between the scenes should be respected (5 points).

Content analysis: focus on fewer interviewees and on fewer topics; the originality of your topic is worth higher marks; the way you integrate your research in your video is also an evaluation criteria (this will show through questions, text inserts, voice over, topics addressed); editing can be a tool to build meaning and show contradictions in your video, use it to assert or invalidate the opinions of your interviewees; try to present a critical point of view as much as possible, it is important to put your opinions in perspective in documentary videos (25 points).