The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES APPROVED</th>
<th>CODES NOT APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCE/WMS/EDI 4xx</td>
<td>(I) Contemporary Issues (W) Perspectives on Women</td>
<td></td>
</tr>
</tbody>
</table>

* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact

Anne Macpherson, Chair of the General Education Committee
Department of History
Email – amacpher@brockport.edu

Copy: Darwin Prioleau, Dean
The Arts, Humanities & Social Sciences

Anne Macpherson, Chair
General Education Committee

Janice Stewart
Registration and Records

Peter Dowe
Registration and Records

Tracy Daniels
College Senate
INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collage SENATE/resolution.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost’s Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.
   New swing course: Women and Education in the Arab World for Contemporary Issues and Scholarship on Women

2. BRIEF DESCRIPTION OF PROPOSAL:
   Add FCE 4xx/5xx to Gen Ed offerings for W and I classes; also serves as elective for EDI students

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _x_ NO ___ YES
   EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS EFFECT TRANSFER STUDENTS: n/a

6. ANTICIPATED EFFECTIVE DATE:
   Fall 2012

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.
   First Submission | Updated on | Updated on | Updated on
   3/30/12          |           |           |

8. SUBMITTED BY: (contact person)

   Name | Department | Phone | Email
   Andrea Parada | Modern Languages | X-5840 | aparada@brockport.edu

9. COMMITTEES: (Senate office use only)

   Standing Committee
   __ Executive Committee
   __ Enrollment Planning & Policies
   __ Faculty & Professional Staff Policies
   __ General Education & Curriculum Policies
   __ Graduate Curriculum & Policies
   __ Student Policies
   __ Undergraduate Curriculum & Policies

   Forwarded To
   Standing Committee
   Executive Committee
   Senate
   Passed GED's go to Vice Provost
   College President
   OTHER
   REJECTED - WITHDRAWN

NOTES:
GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM
OCTOBER 2008 VERSION

COURSE NUMBER: FCE/WMS/EDI 4XX/5XX COURSE TITLE: Women and Education in the Arab World
COURSE NUMBERS FOR ANY CROSSLISTINGS: (Must check with Peter Dowe)

SUBMITTED BY: Andrea Parada DEPARTMENT/PROGRAM: Modern Languages & Cultures
DATE: 03 / 29 / 2012 ESTIMATED SEATS/SEMESTER? 35
NEW COURSE? X YES □ NO
RE-REGISTRATION OF EXISTING COURSE? □ YES □ NO

UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS □ YES □ NO

DEPARTMENT CHAIR'S APPROVAL 
SCHOOL DEAN'S ACKNOWLEDGEMENT 

GENERAL EDUCATION COMMITTEE APPROVAL 
ACADEMIC AFFAIRS ACKNOWLEDGEMENT 

* All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed:

- ___ copy of standard Course Registration Form signed by chair and dean.
- ___ completed Student Learning Outcomes Checklist(s) as appropriate
- ___ updated bibliography (if applicable) with full bibliographic citations
- ___ 10-copies submitted

* Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- Fine Arts ("F")
- Fine Arts Performance ("P")
- Humanities ("H")
- Western Civilization ("G") X
- Natural Sciences ("N") X
- Natural Sciences Laboratory ("L")
- Social Sciences ("S")
- American History ("V")
- World Civilization (Non-Western) ("O")
- Contemporary Issues ("I")
- Perspectives on Women ("W" or "WX")
- Diversity ("D")

Committee Action

☑ Approved as requested - course will be filed with Registration Office
□ Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:
CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST
(Also “I” with “W”, “Y”, “D”, and/or “O” codes) - (October, 2008 Version)

General requirements for Contemporary Issues courses

☒ All Contemporary Issues courses must be upper division courses.
☐ Students are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required with the approval of the General Education committee.

Students in Contemporary Issues courses must achieve all the following student learning outcomes

In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. Contemporary Issues courses are coded “I” if approved in Fall 2003 or later.

☒ X Analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

The course will analyze women’s access to education and will bring in perspectives from both Social Sciences and Humanities.
The course will investigate how women’s education is influenced by religion, culture, family, teachers, and costs, not only in relation to educational pass (the decision of going to school) but also to their education path (the decision of what to study).

☒ X Recognize and articulate relationships between different Knowledge Areas.

This course will examine the persistent cultural and socioeconomic barriers to women’s education in the Arab World. It will also survey the efforts, thus far, to remove such barriers and evaluate the progress in this regards. Contemporary concerns about gender equity in education are addressed. This includes equity in schools, in higher education, and in the job market. This course involves examination of the struggles that women encounter in defining their own educational experience, and asks how an exploration of gender can inform our understanding of the development of education in the Arab World.

☒ Locate, evaluate and synthesize information from a variety of sources (outcome IL3).

Using various global studies and reports on women’s education in the Arab World, this course will explore women’s positioning in this body of literature and compare it with the realities in the field. In this course, students will examine the published numbers and statistics on women’s education in the region. Topics covered in this class will include gender; empowerment; basic, secondary, and higher education; and the labor market.

☒ X Develop and defend well-reasoned arguments.

Students should demonstrate an understanding of class discussion and of the specific texts used in the course, and should also bring their own perspectives and insights as well as accept other students’ views.

☒ X Write a major research paper with at least one opportunity for feedback and revision OR demonstrate mastery of the course issue(s) in some equivalent manner as determined by the
instructor.

There will be two papers due during the semester and a weekly entry in the discussion board. The paper should reflect the understanding of the issue/topic discussed. Students will be required to submit a proposal for each paper and will be given the appropriate feedback on their proposals. In addition, students will be given the opportunity to discuss any further issues related to developing their research paper. Students will also be given tips on effective presentation.

Contemporary Issues course instructors are encouraged to include instruction in one or two (maximum) of the following three student learning outcomes.

Please check below any outcomes for which you are requesting approval and describe how the course will provide instruction in and assess that/those particular outcome(s).

1. Perspectives on Women:

   NOTE: As of Fall 2009, there will be two types of courses in the Perspectives on Women area. The “WY” courses will provide instruction in oral communication and meet the outcomes for this area. The courses coded “W” will not provide instruction in oral communications but will meet the Perspectives on Women outcomes and requirement. SLN and other on-line courses can bear the “W” code but not the “Y” code.

   □ W1 Perspectives on Women courses allow students to demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. Courses are coded either “W” or “WY”.

   This course will allow students to demonstrate knowledge of scholarship on women within education and will raise their awareness of gender issue within the educational policies adapted in the Arab World as well as the social construction of gender in the region.

   Check one of the two boxes immediately below:

   □ For “W” courses – Instruction in Oral Communications outcomes is not required. Courses already coded “Y” must have approval of the General Education Committee to switch to the “W” code.
   
   □ For “WY” courses -- Oral communication outcomes: In addition to the above outcomes, all courses coded “Y” are required to meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

   Class discussions; bulletin board, and presentations of research papers will be used to assess students’ communication skills such as appropriate selection of topic and materials, clear organization of ideas, effective presentation, critique peers and participate effectively in discussion.

2. Diversity:

   □ RE1 analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. Courses are coded “D.”
Diversity (cont.)

Please check any student learning outcomes for which you are requesting approval. In the space provided below that/ those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The following student learning outcomes may be included in any General Education course (except American History and Western Civilization). Any course approved for "O" can also be counted as a "C" course for students on older General Education Programs.

3. Other World Civilizations (Non-Western):
   □ O1 demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization
   AND
   O2 compare the perspective of at least one non-Western, third world or developing society with their own. Courses coded "O."
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on number and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course: Discipline FCE Number 4XX/5XX
Actions concerns an existing course: Discipline Number
Official course title: Women and Education in the Arab World

Course Submitted by: Andrea Parada
Department: Modern Languages and Cultures

Chairperson’s Approval: Andrea Parada Date: 3/30/12
Dean’s Approval: Date: 3/30/12

1. Action Requested:
   - Registration of new course
   - Revision of content for existing course
   - Registration of general course listing under which related titles can be taught (umbrella courses)
   - Registration of topics course for specific semester (if checked, complete item 2 below)
   - Change of course title – Previous Title:
   - Inactivation of existing course registration (course will not be taught in near future)
   - Other – Describe:

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for: Fall Semester Year:

3. Undergraduate listing: Discipline: FCE Number: 4xx
   Graduate listing: Discipline: FCE Number: 5xx

4. Course start date: Fall Semester Year: 2012

5. Abbreviated course title (restricted to 16 spaces) WOMEN EDUC ARAB

6. a. Semester hours of credit assigned to course (invariable): 3
   b. Can this course have variable credit? No Yes – Credit range to semester hours
   c. Is this course repeatable for multiple credit? No Yes – Credit maximum =

7. Type of Course: Liberal Arts

8. General Education Information: (Complete only for General Education courses) NONE
a. General Education Knowledge Area (choose one if applicable):
   - Contemporary Issues (I)
   - Upper Level Writing (U)
   - Both Contemporary Issues and Upper Level Writing (J)
   - Scholarship on Women (W)
   - Diversity (D)
   - Science & Technology (E)
   - Other World Civilizations (Non-Western) (O)

b. Additional student learning outcomes: (check all codes that are currently approved)
   - Contemporary Issues (I)
   - Upper Level Writing (U)
   - Scholarship on Women (W)
   - Diversity (D)
   - Science & Technology (E)
   - Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
   If there are pre-requisites that are enforced, give discipline(s)/number(s):
   If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 35
    b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: Yearly-Semester Unspecified

13. Grading (check any that apply):
   - Letter grade ☒ Pass/Fail (S/U) ONLY ☐
   - Approved for IP grade for General Education or the major ☐

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided.

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit "This course covers..." and similar phrases.
   Examine the persistent cultural and socioeconomic barriers to women's education in the Arab World. Investigate how women's education is influenced by religion, culture, family, teachers, and costs, not only in relation to the decision of going to school but also to their education path. Contemporary concerns in education such as equity in schools, in higher education, and in the job market are also addressed.

17. For all courses, please attach the following information:
   a. A list of major course objectives
   b. A topical outline of course
   c. A list of methods used to evaluate student performance
   d. A list of instructional materials used – give bibliographic citations of texts, critical readings, films, etc.
   e. A current course syllabus, if possible
   f. A brief statement detailing the additional work required for graduate students in a "swing course"
GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM
OCTOBER 2008 VERSION

COURSE NUMBER: FCE/WMS/EDI 4XX/5XX  COURSE TITLE: Women and Education in the Arab World
COURSE NUMBERS FOR ANY CROSSLISTINGS:  (Must check with Peter Dowe)

SUBMITTED BY: Andrea Parada  DEPARTMENT/PROGRAM: Modern Languages & Cultures
DATE: 03/29/2012

NEW COURSE?  X YES  ☐ NO
ESTIMATED SEATS/SEMESTER? 35
RE-REGISTRATION OF EXISTING COURSE?  ☐ YES  ☐ NO

UPPER-DIVISION “KNOWLEDGE AREA” EXCEPTION FOR TRANSFERS  ☐ YES  ☐ NO

DEPARTMENT CHAIR'S APPROVAL
DATE: 3/5/12

SCHOOL DEAN'S ACKNOWLEDGEMENT
DATE: 3/5/12

GENERAL EDUCATION COMMITTEE APPROVAL
DATE: 11/11

ACADEMIC AFFAIRS ACKNOWLEDGEMENT
DATE: 11/11

• All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.
  — copy of standard Course Registration Form signed by chair and dean.
  — completed Student Learning Outcomes Checklist(s) as appropriate
  — updated bibliography (if applicable) with full bibliographic citations
  — 10-copies submitted

• Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):
  — Fine Arts (“F”)
  — Fine Arts Performance (“P”)
  — Humanities (“H”)
  — Western Civilization (“G”)
  — Natural Sciences (“N”)
  — Natural Sciences Laboratory (“L”)
  — Social Sciences (“S”)
  — American History (“V”)
  — World Civilization (Non-Western) (“O”)
  — Contemporary Issues (“I”)
  — Perspectives on Women (“W” or “WY”)
  — Diversity (“D”)

Committee Action
☐ Approved as requested - course will be filed with Registration Office
☐ Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:
approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.
Many Arab countries have made substantial progress in closing the gender gap in education in terms of access. Women are increasingly gaining access to education, and female enrollment even outnumbers that of male students in some of these countries, particularly at the higher education level. However, the increase in female enrollment does not necessarily mean that gender equalities are realized. Islam and other religions in the region have been interpreted in ways that support patriarchal social relations, emphasize gender roles and preserve gender disparities. Female students are still facing more financial, ideological and social barriers to accessing education than male students. Low income females from rural areas are less likely to be attending schools than high and middle-income females.

This course will examine the persistent cultural and socioeconomic barriers to women's education in the Arab World. It will also survey the efforts, thus far, to remove such barriers and evaluate the progress in this regards. The course will investigate how women's education is influenced by religion, culture, family, teachers, and costs, not only in relation to educational pass (the decision of going to school) but also to their education path (the decision of what to study). Contemporary concerns about gender equity in education are addressed. This includes equity in schools, in higher education, and in the job market. This course involves examination of the struggles that women encounter in defining their own educational experience, and asks how an exploration of gender can inform our understanding of the development of education in the Arab World.

**Course objectives:**

1. To develop student understanding of the women's challenges and achievements in the Arab world
2. To understand the interconnectedness of the societies and women's development (education, economics, politics)
3. To become familiar with contemporary political struggles surrounding the status of women in the region as it relates to women's liberation and development
4. To foster a comparative cross examination of women's education in US and the Arab World

**Suggested topics to include:**

- Empowering women through education and politics of education
- Access and equity in education
• Access to higher education
• Education for employment for Arab women
• The issue of Hijab in schools
• Arab women in the media
• Women, religion and culture
• Women and development
• The role of international organizations in improving women’s education
• Arab women and their role in the current revolutions

**Significance of the course:** This course will help enlighten different issues related to women’s education in the Arab world and will offer a global knowledge as well as investigate current portrayals of Arab women.

**Audience**

This course is meant for students in the social sciences and liberal arts who minor or major in women and gender studies. It is an upper level class for juniors and seniors (suggested 400 or 500 level) cross listed with women and gender studies, education and human development and liberal arts. Women’s education in the Arab World course satisfies different undergraduate general education requirements based on their subject matter and the manner in which that subject matter is approached.

**Structure**

The class will be offered in a hybrid format with about half of the class time spent in face to face meetings and the remainder of the class held in an online format. Face-to-face meetings will be spent discussing the readings on the syllabus and reflect upon selected countries as case studies.

**Assignments**

In addition to the assigned reading and class discussions, there will be two papers due during the semester and a weekly entry in the discussion board. The paper should be typed and double-spaced. Your paper should reflect your understanding of the issue/topic you are discussing. It should have your own standpoints and position of the issue.

- Midterm paper (8-10 pages in length): Position paper
- Final paper (10-12 pages in length): Research the status of women’s education in a selected country
- A weekly discussion board / journal

**Additional Assignments for Graduate Students**

Two additional assignments are required of Graduate Students, as follows:

1) **Book Review** on a book related to the area of Arab Women and education. This assignment includes two parts:
a. A written review of one book about Arab women's lives and experiences related to education and empowerment. The book may be ethnography, a historical account, or a memoir. In general, the selection of book is flexible (students should consult the instructor concerning the book they propose to review.)

b. Presentation to the class: Graduate students will be expected to make presentation based on the book review.

2) Final Paper: Graduate students will also be expected to produce a more detailed paper at a more advanced level of analysis (15 pages in length, and a list of at least 10 references).

Tentative Plan

Week #1: Overview of course, syllabus, & requirements
   Introduction and discussion: What do we know about the Arab World, women and education?

Week #2: Assessing Women's Status: Women, Religion and Culture

Week #3: The Scholarship on Women in Islamic Societies (discussion of some of the most influential women in the Arabic speaking world in improving women's education)

Week #4: Politics of education: the role of education in the promotion of social justice

Week #5: Invite a Speaker (possible Dr. Awadya?: the status of women in Sudan) and/or Dr. Hodan (Somalia’s first lady) other (from Muslim Women’s group in Rochester)

Week #6: Access and equity in education
   Sabry (2010) beyond Access: gender equality in Higher education research findings

Week #7: Women and the Productive Economy: Necessity or Empowerment?
   When Women Go to Market: Women in Paid Labor in Muslim Societies
   Structural Features That Explain the Labor Force Experience of Arab Women
   Studies on Women’s Participation in the Informal Economy

Week #8: The role of international organizations in improving women education

Week #9: The issue of Hijab in school; should we wear or not wear Hijab: the predicament of Muslim students between France and Saudi Arabia

Week #10: Arab women in the media: watch a movie and discuss how women are portrayed

Week #11: Access to Higher education: what are the women studying? Where are the men?

Week #12: Women and development: Educational and economic development include the impact of human capital accumulation on economic growth, the educational attainment of men and women in
developing countries, wages and fertilities, and the issues of school finance and educational policy in the Third World

**Week #13:** Education for employment for Arab women, the effects of schooling on labor force participation

**Week #14:** Arab women and their role in the current revolutions (study of women involved in the educational revolutions)

**Course Assessments**

**Undergraduate Students:**
- Participation and attendance: 20% of grade
- Discussion Board: 20% of grade
- Midterm Paper: 25% of grade (5% presentation)
- Final paper: 35% of grade (5% presentation)

**Graduate Students:**
- Participation and attendance: 20% of grade
- Discussion Board: 15% of grade
- Midterm Paper: 20% of grade
- Book Review: 15% of grade (5% presentation)
- Final paper: 30% of grade (5% presentation)

**BIBLIOGRAPHY**

Resources and references:
2- [http://www.equalitynow.org/ourwork](http://www.equalitynow.org/ourwork)
5- Women, Education, and Science within the Arab-Islamic Socio-Cultural History: Legacies for Social Change (this is a good book)
   Z. Belhachmi (Author)
6- World Yearbook of Education 2010: Education and the Arab 'World': Political Projects, Struggles, and Geometries of Power (selected chapters)
   André E. Mazawi (Editor), Ronald G. Sultana (Editor)
7- Globalisation and Higher Education in the Arab Gulf States (selected chapters)
   Gari Donn (Author), Yahya Al Manthri (Author)
8- Cultures of Arab Schooling: Critical Ethnographies from Egypt .... chapter 6
   Linda Herrera (Editor), Carlos Alberto Torres (Editor)
9- Women and Gender in Islam: Historical Roots of a Modern Debate (selected chapters)
   Leila Ahmed (Author)
Where are All the Men? Gender, Participation and Higher Education in the United Arab Emirates, Natasha Ridge et al.

Colin Brock & Leila Zia Levers (2007). *Prospects of education in the MENA* (possibly required)

Griffin (2006) Education in the Muslim World


Abou-Habib, Lina. Promoting learning, linkages an sharing on gender at the grassroots level: pilot initiatives in the Arab region. Middle East Women's Studies Review, 15 i-ii (2000) pp.4-5. (Improving the situation & position of poor women in the Arab world.)


Women and the Arab uprisings: 8 'agents of change' to follow, By Lauren Bohn, Special to CNN


OTHER ARTICLES


Tadros, M. (2010). Between the elusive and the illusionary: Donors' empowerment agendas in the Middle East in perspective. Comparative Studies of South Asia, Africa and the Middle East. 30 (2), 224-237