

SYLLABUS TEMPLATE FOR A GEN ED COLLEGE OPTION LIT COURSE

MES 245: 1001 NIGHTS IN WORLD LITERATURE AND FILM

General Information:

College: Queens

Department: Classical, Middle Eastern, and Asian Language and Cultures

001, Mon/Weds: 10:45 am to 12:00 pm

270F Queens Hall

R. Shareah Taleghani, 245D Queens Hall, Office Hours: Tuesdays 1:00 pm to 2:00 pm

Email: rtaleghani@qc.cuny.edu

Course Description:

This course is a study of the origins, history, tales, and influences of *The 1001 Nights (Alf Layla wa Layla)* in both their medieval Arab-Islamic milieu and modern adaptations in world literature and film. Major goals of the course include understanding the original frame story and embedded tales in the literary and political context of the Abbasid era, analyzing the key themes of justice, mercy, fate, and faith as well as gender roles in the text, tracing major European translations of the text and their relationship to Orientalism, and investigating how modern authors and filmmakers have adapted *The 1001 Nights* to comment on varying historical, political, and social issues. All readings will be in English translation.

Textbook Information:

Required Books:

- | | |
|----------------|--|
| Husain Haddawy | <i>The Arabian Nights</i> (Haddawy translation) |
| Salman Rushdie | <i>Haroun and the Sea of Stories</i> (available on e-reserves) |
| Naguib Mahfouz | <i>Arabian Nights and Days</i> (available on e-reserves) |
| Leila Sebbar | <i>Sherazade</i> (available on e-reserves) |

Link to QC Library E-reserves:

https://qc-cuny.libguides.com/er.php?course_id=21425

Other Readings

Other required readings and videos will be made available in the Google classroom for this course or through QC Library e-reserves. In addition, a number of recommended (but not required) supplemental readings and videos as well as links will be made available in the Google Classroom in order for students to further explore the topics discussed in class.

Attendance Policy:

Participation in class counts for 15% of the total final grade.

Students are expected to come to all class sessions having completed the required readings, viewed any films, and completed any assignments (including preparing notes for the answers to discussion questions) required in advance of the class session.

Students must be prepared to analyze, discuss, and critically engaged with the main points of as well as raise and answer questions about all of the course material in all class sessions. Specific discussion questions for class sessions will be posted in the Google Classroom. Make sure to prepare responses ahead of time.

Frequent absences, lateness, and/or lack of preparation for class will result in a poor or failing participation grade (see Participation and Class Discussion rubric in supplemental materials)

Course Specific Learning Objectives:

By the end of the course, students will acquire:

- LO1. A thorough understanding of the origins and history of *The 1001 Nights* as well as the political context of the Abbasid era and broader Arab-Islamic cultural context in which the tales were originally circulating.
- LO2 The ability to analyze and appreciate the major themes, character constructions, and interpretative frameworks (including feminism and psychoanalysis) of the frame story, embedded tales, select 'orphan' tales, and modern adaptations of *The 1001 Nights*.
- LO3 A solid comprehension of the impact of the translations of *The 1001 Nights* on world literature and film, and the relationship of those translations to Orientalist thought and discourse.
- LO4 Critical knowledge of how, why, and to what effect a range modern writers and filmmakers from around the world have been inspired by and adapted from *The 1001 Nights* in their own works.
- LO5 Articulate, demonstrate, and express their newly acquired critical knowledge of the texts through oral class discussion and written assignments (Exit Tickets, Midterm Essay Exam, Final Essay Exam)

Queens College General Education Statement

(do not modify the below statement – this statement must be included on all QC College Option LIT courses)

This course satisfies the following two Queens College General Education criteria.

QC 1: Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.

QC 2: Position the discipline(s) in the liberal arts curriculum and the larger society

In Addition, this QC College Option LIT course satisfies the following four learning outcomes:

LIT 1: Understand and be able to express the advantages of reading literature.

LIT 2: Engage in the practice of reading.

LIT 3: Appreciate different genres, including narratives, poetry, essays, or drama in their original language or in English translation.

LIT 4: Through discussion and writing, develop and improve upon skills used in understanding and appreciating literature.

Course Grade:

How students earn their final total grade:

Class Participation (including preparation of reading and pop quizzes)	15%
Weekly Exit Ticket Assignments	25%
Midterm Essay Exam	25 %
Final Essay Exam	35%
Total	100%

Grading Scale:

Exams and final grades will follow the following scale which follows the CUNY grade scale. Please note that extra credit points earned towards the total final grade will not be applied to earn an A+ grade. A+ grades must be earned on their own merit.

<u>Grade</u>	<u>Test Scale</u>	<u>Grade</u>	<u>Test Scale</u>
A or A +	97 -100	B -	80 – 83
A	93 – 96	C +	77 – 79
A -	90 – 92.9	C	74 – 76
B +	87 – 89	C -	70 – 73
B	84 – 86	D	60 – 69
		F	0 – 59.9

Description of Assignments & Exams:

Class Participation 15%: See Attendance Policy above (also see rubric for evaluating participation in supplemental materials)

SLOs satisfied: QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO1, LO2, LO3, LO4, LO5

Note: SLOs satisfied by Class Participation varies from class session to class session—see calendar.

Weekly Exit Ticket Assignments 25%:

Each week students will complete a short, written Exit Ticket assignment.

-Exit Tickets will consist of 1 or 2 questions on each week's materials for which you must provide a written response of between 250-500 words (a minimum word count will be given for each question).

-Each Exit Ticket is an opportunity for students to critically engage with the week's reading materials in writing.

-Exit Tickets will be due each Sunday, before midnight.

-Each Exit Ticket will be graded on a 10-point scale for the following criteria: main argument, organization, author's analysis in response to the question(s), interpretation of texts, writing style and mechanics.

SLOs satisfied: QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO1, LO2, LO3, LO4, LO5

Note: SLOs satisfied by Exit Tickets varies from week to week—see calendar.

Midterm Exam (25%):

There will be one take-home midterm exam during the semester.

-The midterm exam will consist of two essay questions.

-Each essay will be graded for 30 points with the following criteria (see rubric in supplemental materials:

-Thesis/Main argument

-Organization

-Interpretation and incorporation of assigned texts

-Author's analysis

-Writing style and mechanics

SLOs satisfied: QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO1, LO2, LO5

Final Exam (35%):

There will be a take-home final exam due on the date assigned by the CUNYFirst system.

-The midterm exam will consist of two essay questions.

-Each essay will be graded for 30 points with the following criteria (see rubric in supplemental materials):

- Thesis/Main argument
- Organization
- Interpretation and incorporation of assigned texts
- Author's analysis
- Writing style and mechanics

SLOs satisfied: QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO4, LO5,

Policy on Late Work and Grace Days:

With the exception of the midterm and final exams, all students have seven grace days (where they will not be penalized for submitting work late--whether 5 minutes late or 23 hours and 59 minutes late) to use throughout the semester.

Grace days will be automatically applied from the start of the course unless you individually request otherwise via email.

NOTE: grace days CAN NOT be used for the midterm or final exam. They are intended for Exit Ticket assignments only.

Save grace days for the middle or end of the semester--students tend to need them more then.

Beyond those seven grace days, Exit Tickets are due every Sunday by midnight. Late responses will be given half credit if they are completed in an engaged and substantial fashion. Late midterm and final exams will be docked 10% (one letter grade) for every 24-hour period they are late (whether ten minutes or 23 hours and 59 seconds). Again, grace days can NOT be used for the final exam.

If you or your loved ones are undergoing any type of personal, family, or medical emergency (including due to COVID19) that is preventing you from submitting work on time and doing well in the course, please contact me individually to discuss your options. You may be asked to provide documentation

Policy on Make-up Exams:

Make up midterm and final exams are NOT permitted except in the case of DOCUMENTED medical or family emergency.

If an emergency arises, make sure to contact the instructor prior to the exam and arrange to take a make-up as soon as possible. For the final exam, a make-up exam can only be arranged in the case of a student having three exams scheduled on the same day. Please contact the instructor if this situation applies to you once the final exam schedule is confirmed in the CUNYFirst system.

Course Calendar:

Note: 2/15, 3/29, 3/31--No class sessions and 4/4 No Exit Ticket due to Spring Break

Below is a suggested course calendar. While the format of the course calendar can vary from the one provided below, when submitting the course for general education requirement approval please be sure to include a

column titled “objectives/criteria met”. This column should be used to identify which class activities/assignments satisfy each of the general education criteria identified under the “Queens College General Education Statement” and any of the course learning objectives identified on the syllabus under the “Discipline/Course Specific Learning Objectives” section.

Class Meeting	Day & Date	Topic	Readings/Assignments	Objectives/ Criteria Met
1	Mon, Feb 1, 2021	Introductions and Class Overview	In class video: Chipz "1001 Nights"	QC1, QC2, LO3
2	Wed, Feb 3, 2021	Situating <i>The 1001 Nights</i> : East, West, and Orientalism	Readings: 1) Said Excerpt from <i>Orientalism</i> 2) Borges "Metaphors of the 1001 Nights" (poem) Videos: 1) "An Introduction to Said's Orientalism" 2) Lindsay Ellis "The Most White Washed Character in Literary History"	QC1, QC2, LIT 2, LIT 3, LIT 4, LO3, LO5
	Sun, Feb 7, 2021	Situating <i>The 1001 Nights</i> : East, West, and Orientalism	Exit Ticket	QC1, QC2, LIT 1, LIT 2, LIT 3, LIT 4, LO3, LO5
3	Mon, Feb 8, 2021	Situating <i>The 1001 Nights</i> : East, West, and Orientalism	Readings: 1) "Alf Layla wa Layla" (background article on history, origins, and translations of <i>1001 Nights</i>) 2) Borges "One Thousand and One Nights" (essay) 3) Eisele "The Wild East"	QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO1, LO3, LO4, LO5
4	Wed, Feb 10, 2021	The Frame Story (Feminist Interpretations)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages xi-xxxvi, 3-21- Preface and frame story) 2) Sallis "Sheherazade/Shahrazad: Rereading the frame tale of the <i>1001 Nights</i> " Google image search assignment: images of	QC1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO1, LO2, LO5

			Shahrazad/Sheherazade	
	Sun, Feb 14, 2021	The Frame Story (Feminist Interpretations)	Exit Ticket	QC 1, QC 2, LIT 1, LIT2, LIT 4, LO1, LO2, LO5
5	Wed, Feb 17, 2021	The Frame Story (Psychoanalytical Interpretations)	Readings: 1) Burton "Preface to the Frame Story" 2) Bettelheim "The Frame Story" Video: 1) <i>The Arabian Nights</i> (1942)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO1, LO2, LO5
	Sun, Feb 21, 2021	The Frame Story (Psychoanalytical Interpretations)	Exit Ticket	QC1, QC2, LIT 1, LIT2, LIT 4, LO2, LO5
6	Mon, Feb 22, 2021	The Frame Story (Psychoanalytical Interpretations)	Readings: 1) Clinton "Madness and Cure" Video: 1) <i>The Arabian Nights</i> (Disney/ABC 2000)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO1, LO2, LO3, LO5
7	Wed, Feb 24, 2021	The Embedded Tales (Justice, Mercy, and Ransom Tales)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 21-36: "The Story of the Merchant and the Demon")	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO1, LO2, LO3, LO5
	Sun, Feb 28, 2021	The Embedded Tales (Justice, Mercy, and Ransom Tales)	Exit Ticket	QC1, QC2, LIT 1, LIT2, LIT 4, LO1, LO2, LO5
8	Mon, Mar 1, 2021	The Embedded Tales (Justice, Mercy, and Ransom Tales)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 36-80: "The Story of the Merchant and the Demon" and "The Story of Fisherman and the Demon"-including poetry in narrative)	QC1, QC2, LIT 1, LIT2, LIT 3, LIT 4, LO1, LO2, LO5
9	Wed, Mar 3, 2021	The Embedded Tales (Fate and Female Power)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 80-104: "The Story of the Porter and the	QC1, QC2, LIT 1, LIT2, LIT 3, LIT 4, LO1, LO2, LO5

			Three Ladies-Part I"- including poetry in narrative)	
	Sun, Mar 7, 2021	The Embedded Tales (Fate and Female Power)	Exit Ticket	QC1, QC2, LIT 1, LIT2, LIT3, LIT 4, LO1, LO2, LO5
10	Mon, Mar 8, 2021	The Embedded Tales (Fate and Female Power)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 104-181: "The Story of the Porter and the Three Ladies-Part II"- including poetry in narrative)	QC1, QC2, LIT 1, LIT2, LIT 3, LIT 4, LO1, LO2, LO5
11	Wed, Mar 10, 2021	The Embedded Tales (Proto Detective Stories)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 181-189: "The Story of the Three Apples-Part I") 2) Allen "An Analysis of 'The Tale of the Three Apples'"	QC1, QC2, LIT 1, LIT2, LIT 3, LIT 4, LO1, LO2, LO5
	Sun, Mar 14, 2021	The Embedded Tales	Exit Ticket	QC1, QC2, LIT 1, LIT2, LIT 4, LO1, LO2, LO5
12	Mon, Mar 15, 2021	The Embedded Tales (Proto Detective Stories)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 189-248: "The Story of the Three Apples-Part II")	QC1, QC2, LIT 1, LIT2, LIT 4, LO1, LO2, LO5
13	Wed, Mar 17, 2021	The Embedded Tales (Proto Detective Stories)	Readings: 1) Haddawy <i>The Arabian Nights</i> (Pages 248-300: Excerpt from "The Story of the Hunchback")	QC1, QC2, LIT 1, LIT2, LIT 4, LO1, LO2, LO5
	Sun, Mar 21, 2021	The Frame Story and The Embedded Tales	Midterm Essay Exam	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO1, LO2, LO5
14	Mon, Mar 22, 2021	The 'Orphan' Tales	Video: 1) <i>The 7th Voyage of Sinbad</i> (1958)	QC 1, QC 2, LO4, LO5
15	Wed, Mar 24, 2021	The 'Orphan' Tales (Travel Literature)	Readings: "The Story of Sindbad the Sailor"	QC 1, QC 2, LIT 1, LIT2, LIT 3, LIT 4, LO1, LO2, LO5
	Sun, Mar 28, 2021	The 'Orphan' Tales	Exit Ticket	QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO1, LO2, LO5

16	Mon, Apr 5, 2021	The 'Orphan' Tales	Readings: 1) "The Story of Aladdin and the Magic Lamp" Video: 1) <i>The Thief of Baghdad</i> (1924)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO1, LO2, LO5
17	Wed, Apr 7, 2021	The 'Orphan' Tales	Readings: 1) Nadel "A Whole New (Disney) World Order" Video: 1) Aladdin (Disney 1992)	QC 1, QC 2, LIT 2, LIT 4, LO3, LO4, LO5
	Sun, Apr 11, 2021	The 'Orphan' Tales	Exit Ticket	QC 1, QC 2, LIT 1, LIT2, LIT 4, LO1, LO2, LO5
18	Mon, Apr 12, 2021	The Children of the <i>Nights</i> (short stories)	Readings: 1) Poe "The 1002 nd Night" 2) Borges "The South" 3) Tamir "Shahrazad and Shahrayar"	QC 1, QC 2, LIT 1, LIT2, LIT 3, LIT 4, LO3, LO4, LO5
19	Wed, Apr 14, 2021	The Children of the <i>Nights</i> (poetry)	Readings: 1) Tennyson "Recollections of the <i>Arabian Nights</i> " 2) Selected modern Arabic poetry in translation	QC 1, QC 2, LIT 1, LIT 2, LIT 3, LIT 4, LO3, LO4, LO5
	Sun, Apr 18, 2021	The Children of the <i>Nights</i>	Exit Ticket	QC 1, LIT 1, LIT 2, LIT 3, LIT 4, LO3, LO4, LO5
20	Mon, Apr 19, 2021	The Children of the <i>Nights</i>	Readings: 1) Rushdie <i>Haroun and the Sea of Stories</i> (Chapters 1-6) Video: 1) "The Satanic Verses Affair"	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
21	Wed, Apr 21, 2021	The Children of the <i>Nights</i>	Readings: 1) Rushdie <i>Haroun and the Sea of Stories</i> (Chapters 6-9)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
	Sun, Apr 25, 2021	The Children of the <i>Nights</i>	Exit Ticket	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4,

				LO5
22	Mon, Apr 26, 2021	The Children of the <i>Nights</i>	Readings: 1) Rushdie <i>Haroun and the Sea of Stories</i> (9-end)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
23	Wed, Apr 28, 2021	The Children of the <i>Nights</i>	Readings: 1) Mahfouz <i>Arabian Nights and Days</i>	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
	Sun, May 2, 2021	The Children of the <i>Nights</i>	Exit Ticket	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
24	Mon, May 3, 2021	The Children of the <i>Nights</i>	Readings: 1) Mahfouz <i>Arabian Nights and Days</i>	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
25	Wed, May 5, 2021	The Children of the <i>Nights</i>	Readings: 1) Mahfouz <i>Arabian Nights and Days</i>	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
	Sun, May 9, 2021	The Children of the <i>Nights</i>	Exit Ticket	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
26	Mon, May 10, 2021	The Children of the <i>Nights</i>	1) Sebbar's <i>Sherazade</i> (Excerpted)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
27	Wed, May 12, 2021	The Children of the <i>Nights</i>	1) Sebbar's <i>Sherazade</i> (Excerpted)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
	Sun, May 16, 2021	The Children of the <i>Nights</i>	Exit Ticket	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
28	Mon, May 17, 2021	The Children of the <i>Nights</i>	1) Sebbar's <i>Sherazade</i> (Excerpted)	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5
	Final due date-TBA	The Orphan Tales and Children of the <i>Nights</i>	Final Essay Exam	QC 1, QC 2, LIT 1, LIT 2, LIT 4, LO4, LO5

* These statements come directly from the "Suggestions for an Effective Syllabus" proposal which was passed by QC's Academic Senate on March 13, 2009.

Supplemental Materials:

A. Sample Rubric for Evaluating Participation:

Grade range A to A-

At this level of preparation and participation, you are clearly prepared for every class discussion through reading, thinking, taking notes, and critically applying course ideas to the texts. You consistently contribute verbally without being called on, in and out of groups (a minimum of four critical or analytical comments or questions per class session). You are familiar with all of the readings to date, and it is clear from your remarks and questions that you are thinking critically and thoughtfully about the course topics and materials. At the level of participation, you take charge by verbally sharing your ideas boldly, show a willingness to take intellectual risks, and possess a positive attitude even when the work is difficult. You are intellectually generous, civil, and helpful toward your class as a whole, and you come across as inspired or inspiring. You are able to express disagreement with a classmate's ideas cogently and diplomatically.

Grade range B+ to B-

At the level of preparation and participation, you show that you have completed the reading and have done some additional preparation for class discussion. You may have to be prompted by the instructor to volunteer your ideas verbally, but you are familiar with all readings and course ideas and are vocal in group work. At the level of participation, you show a consistently attentive and engaged attitude and some thoughtful and constructive participation in the class dialogue (a minimum of three critical or analytical comments or questions per class session). You have a positive, engaged attitude, and are a solid class participant.

Grade range C+ to C-

At this level of preparation and participation, it is clear that you have done most of the reading but there is room for improvement in how you critically engage with the material; you seem to know the content and be familiar with some basic course concepts, although not always consistently. Your understanding of readings may show less depth than content, or a lack of further engagement and critical thinking. At the level of participation, you are usually attentive in class although you contribute less frequently than other students (a minimum of 2 critical or analytical comments or questions). Your verbal contributions to discussions are sometimes off-topic. You participate during group work, but you may be quieter or work without as much depth as possible.

Grade Range D+ to D-

At this level of preparation and participation, it is consistently evident that you have only done part of the reading and other assignments and/or have done so poorly. You appear to be unfamiliar with many of the basic concepts used in class or the main points and arguments of the readings or other materials. You occasionally participate, but more often seem disengaged from the course sessions and our discussions and activities. You often fail to contribute to group work and may be disruptive or frequently absent.

Grade F

You will receive a failing participation grade if it is clear that you are not keeping up with the reading, the concepts being examined in class, class discussions and other course work. You consistently make no effort to engaged in and participate in class You will also receive a failing participation grade if you are disruptive, disrespectful, or your behavior interferes with the instructor's ability to teach and your classmates' ability to learn.

B. Sample Rubric for Essays for Midterm and Final Exams

Name: _____

	Outstanding	Satisfactory	Unsatisfactory
Thesis/Main Argument /6	Distinctive thesis, clearly stated, and well-argued.	Appropriate, identifiable thesis, could use some clarification.	Difficult to identify, unclear, <i>or</i> inappropriate thesis

Organization ____/6	Effective essay structure Organization of essay reinforces thesis/main argument Paragraphs structured for logical flow Effective sequence of ideas with concise focus	Essay structure generally clear and appropriate Paragraph structure or sequence of ideas could be improved; Some points of essay may vere off-topic	Unclear or ineffective essay organization; Abrupt or illogical shifts between paragraphs and ideas Discussion is vague-- not enough focus on prompt topic.
Interpretation and Incorporation of Assigned Texts ____/6	Demonstrates nuanced and sophisticated understanding of texts Effective integration of relevant readings/texts.	Demonstrates a basic understanding of texts, but could be more nuanced. Includes some relevant points from readings/texts.	Weak understanding of readings/texts demonstrated; Few or no relevant points from readings/texts. Inaccurate interpretation and incorporation of texts
Author's Analysis ____/6	Analysis is consistent and well-supported Conclusion strongly supports thesis	Some development and support for analysis; Conclusion supports thesis, but could be stronger	Analysis difficult to follow or identify; Author does not offer their own opinion or analysis
Writing Style & Mechanics ____/6	Very well written Proofread-free of grammar, punctuation, spelling, capitalization errors	Clearly written with <i>few</i> errors; Needs a bit of editing and/or proofreading.	Multiple errors interfere with meaning and comprehension Proof-reading not evident;

Grade: