

Cover Sheet: Request 12940

UFQ1 Identity and Transformation in Fiction and Film

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Patricia Sohn pjsohn@ufl.edu
Created	8/15/2018 12:03:42 PM
Updated	10/1/2018 3:42:59 PM
Description of request	<p>The course draws upon works of art in fiction, film, and classic travelogues to address one major issue of the human condition: identities and transformation. Identity, and transformations in identities, are analyzed in terms of several major social theories from scholars including Edward Said, Pierre Bourdieu, Mircea Eliade, E. Renan, Benedict Anderson, and Martin Buber. Transformation may occur at the level of individual identities in relation to local, national, or regional phenomena; or, it may involve a context of major world-historical, "structural" changes (e.g., global or regional shifts from: feudalism to the rule of law, religion to secularism, traditional capitalism to modern capitalism, local identities to nationalism, shifts in global power centers, etc.) and their impact upon individuals, communities, and the ways that people are able to (or are apt to) conceive of themselves, their communities, their life choices and themselves as humans.</p> <p>Major themes relating to identity will include: cross-cultural dynamics both within and across communities and regions, including the theme of "cross-cultural encounter"; the development of sub-cultures within a local or national context; inter-generational tensions, coexistence, and issues relating to power sharing and autonomy; East/West dynamics; and the methodological theme, how can we find, or, what do we look for in order to identify when something is a question of identity? Students may identify other themes of significance as well and raise them in written assignments and in discussion. We will also consider whether individual or community identities and dynamics can have an impact upon the international or even the world historical arenas.</p> <p>This is an introductory course. Students who find particular works in this course exciting and worthy of further investigation are encouraged to seek further study with courses in Comparative Literature; Media and Film Studies; Russian Literature; Arabic Literature; Cultural Studies in the Middle East, Asia, or Europe; History and Medieval Studies; Language Study; as well as other disciplines and courses.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Political Science 011617000	Patricia Sohn		8/24/2018
Sohn Coverletter Quest 1 Trial Program Spring 2019.pdf					8/15/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/10/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			9/10/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 12940

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Submitter: Patricia Sohn pjsohn@ufl.edu

Created: 9/30/2018 9:48:04 PM

Form version: 8

Responses

Course Prefix and Number

Response:
IDS 2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Identity and Transformation in Fiction and Film

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Spring

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H, N

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
None

RESPONSES TO GENERAL EDUCATION COMMITTEE QUERIES

Thank you very much for the General Education Committee for your close reading of my syllabus. In response to your queries, I have changed the introduction and student learning outcomes on the syllabus. I have connected the student learning outcomes to the assignments themselves. I have clarified the reading and film schedule with a list of lecture and discussion topics. I have added 12 works in social theory related to identity (and some fewer related to transformations in identity, which will be addressed at greater length in lectures and discussions). I have put in place the Quest 1 description and student learning outcomes, as well as the same for the Humanities (H) and International (N) General Education requirements. I have re-formatted the syllabus to look, visually, more like the other Quest 1 syllabi. And I have added the grading rubric for each assignment, including participation.

Can you provide more clarity on how a “culturalist political science perspective” and “qualitative and historical approaches in comparative politics” relate to the Humanities, shed light on issues central to the humanities, and mesh with humanities-based approaches to film, fiction, and culture?

The Culturalist tradition in Comparative Politics includes works such as *Imagined Communities* by Benedict Anderson; *Colonising Egypt* by Timothy Mitchell; and *State in Society* by Joel Migdal. It is obscured somewhat at present by a more rationalist and behavioralist orientation in the sub-field, but, nonetheless, represents a significant component of the early tradition of work in Comparative Politics. Historical institutionalism in Comparative Politics is most closely related to Political Sociology of the European type (e.g., Bourdieu, etc.) That is, it seeks to relate the (qualitative) empirical world with significant social theories more broadly. It tends to be associated with qualitative methods and analysis. It tends to blend qualitative field methods developed in Anthropology with social analysis and modes of inquiry developed in Sociology and mid-20th Century Political Science in effort to describe and explain local political contexts in terms of significant themes of wider interest and concern (e.g., nationalism, local practices, social mobilization [e.g., women’s, religious, etc.], and the like). The culturalist tradition in political science more broadly includes works in Political Theory, which tend to be philosophically oriented; and it includes a body of work on American politics that is ethnographic in orientation. For twelve weeks of the semester, I am asking the students to read a single chapter or journal article, per week, in social theory related to the course content, either thematically, topically, or both.

- ...In regards to International; how/where students will be provided with the critical culture-specific background needed (historical, political, social, geographical, etc.) to better understand and appreciated where foreign films and works of fiction are coming from. More detail in this regard

either in the required readings list or in the weekly course assignments (lecture topics?) would help. Please clarify in particular how the Dostoevsky novel, published c. 1880, is used as an example of empire in collapse (Tsar abdicated over 30 years later), and/or if it is to be used as window into “identity and transformation,” how this will be done, particularly given the abridged nature of the assignment. Also, please clarify how/whether the American film, *Doctor Zhivago*, will be used as a window into Russian culture.

I am providing historical, social, political, and geographical context in lectures as necessary. I am limiting the number of pages of reading per week to the extent possible due to concerns about the same on the part of the Quest 1 Committee, so I do not have readings on historical, social, political, or geographical context, *per se*.

The Dostoevsky novel provides a representation of the “beginning of the end” in disorientation, a sense of injustice, and a change in moral order seen in *The Brothers Karamazov* in the final decades of the Russian Empire. *Doctor Zhivago* is a representation of the end of the Russian Empire, and the final end of empire in Europe.

That the production for *Doctor Zhivago* is a U.S. production may tell us as much about U.S. views of both Russia and the end of empire and monarchy in Europe as it does about Russia itself. This is an aspect of film viewing that will be emphasized in lectures. *Doctor Zhivago* appears to have some production participation from Italy and the United Kingdom as well. I am offering a Russian television serial, *Sofiya* (2016), as a recommended (not required) film, and as a window into the extent to which perspectives may be different from those with which we are familiar when a story is told by a Russian production team.

- Is there a rationale behind combining the main subthemes that currently make up different parts of the course—inter-generational relations, cross-cultural relations, war, and the collapse of monarchy and empire. I.e., articulating the common threads (assuming they are there) might be a useful way of framing the course in the introduction.

Inter-generational relations and cross-cultural relations are two of several aspects of identity and transformation that we discuss. Transformation may come at the individual level, or it may be structural in the sense of big world-historical changes and their impact on (identities in) individuals and communities. War and collapse of monarchy are treated as historical artifacts through which we can look at / analyze identity and transformation(s), including those at the levels of inter-generational dynamics (conflict, strife, interaction, search for power sharing or autonomy), and cross-cultural relations.

That is, major themes relating to identity will include: cross-cultural dynamics both within and across communities and regions, including the theme of “cross-cultural encounter”; the development of sub-cultures within a local or national context; inter-generational tensions, coexistence, and issues relating to power sharing and autonomy; East/West dynamics; and the methodological theme, how can we find, or, what do we look for in order to identify when something is a question of identity? Students may

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I hope that I have responded to other queries in the revised syllabus. I am happy to provide further information.

Thank you very much!

Sincerely,

Patricia Sohn

Dr. Patricia J. Sohn, Ph.D.

Associate Professor

Department of Political Science and

Center for Jewish Studies

University of Florida; 234 Anderson, Box 117325; Gainesville, Florida 32611

Tel: (352) 273-2370; Cell: (352) 474-1864; Email: pjsohn@ufl.edu

Also published under maiden name: Woods

PROFESSIONAL APPOINTMENTS

Associate Professor with Tenure, Department of Political Science and Center for Jewish Studies, University of Florida, 2010 – present

Visiting Scholar, Center for Middle Eastern Studies, Harvard University, January 2003-June 2004

A faculty research appointment. Research in Harvard libraries relating to first book manuscript; paper presentation to the Center for Middle Eastern Studies; participation in and paper presentation to the Sawyer Seminar organized by Samuel Huntington and Eva Bellin at the Weatherhead Center for International Affairs and Department of Government for two semesters

Assistant Professor, Department of Political Science and Center for Jewish Studies, University of Florida, August 2001-2010

EDUCATION

University of Washington, August 2001, Interdisciplinary Ph.D. in Near and Middle East Studies: Modern Middle East Politics Track

Certificates: Comparative Law and Society; Women's Studies (comparative gender politics)

Dissertation: *Courting the Court: Social Visions, State Authority, and the Religious Law Conflict in Israel*. Mentor: Joel S. Migdal. Dissertation Committee: Joel S. Migdal, Reşat Kasaba, Christine Di Stefano, Michael McCann, Nancy Hartsock

Hebrew University of Jerusalem, 1999-2000

Visiting Researcher, Department of Political Science

Dissertation fellow funded by the Social Science Research Council International Dissertation Research Program, and the National Science Foundation, Law and Social Science Program Dissertation Grant (#SES 9906136, Migdal PI, Woods Co-PI)

Sponsor: Menachem Hofnung

Tel Aviv University, January 1997 – June 1997

Visiting Scholar, Department of Sociology and Anthropology

Pre-dissertation fellow funded by the Social Science Research Council Near and Middle East Training and Research Program

Sponsor: Ronen Shamir

University of Florida, M.A. 1991

Comparative Religion: Islam and Judaism

Thesis: *Women and Feminism in Islam and Judaism: A Comparative Study of Two Feminist Thinkers, Judith Plaskow and Fatima Mernissi*. University of Florida, 1991. 191 pps + Glossary, Appendix on Transliteration, and References.

Mentor: Azim Nanji

University of Florida, B.A. 1989

Phi Beta Kappa

Comparative Religion: Judaism and Islam

Mentor: Barry Mesch

Foreign Faculty Visits/Affiliations

Group d'Analyse des Politiques Publiques (GAPP), École Normale Supérieure de Cachan, Cachan, France, May 2004. Foreign Research Fellow; a preliminary investigation of judicial community in France. Paper presentation to the GAPP; paper presented in English, questions fielded in French, answers given in English. Local sponsor: Claire de Galembert

Birkbeck College of Law, University of London, June 2004. Honorary Visiting Fellow; a preliminary investigation of judicial community in England. Local sponsor: Peter Fitzpatrick

Other Faculty Affiliations

Affiliate Faculty, Center for Global Islamic Studies, University of Florida (may be listed under Woods)

Affiliate Faculty, Center for Gender, Sexualities, and Women's Studies Research, University of Florida (may be listed under Woods)

Foreign Study

University of Haifa, January 1993-June 1994

Israeli Politics, Israeli Society, Advanced Hebrew, Advanced Arabic

Birzeit University, July 1995 - August 1995

Modern Standard Arabic, Palestinian Arabic

Paris I/Sorbonne, January 1987 – June 1987

French Society, French language, Paris Art and Architecture

American University in Paris, January 1987 – June 1987

Arab-Israeli Conflict, International Institutions (course-related research in UNESCO Archives)

GRADUATE SCHOOL EMPLOYMENT

University of Washington, instructor, "Law, State, and Society in Comparative Perspective," and "Modern Middle East Politics," Jackson School of International Studies, 2000-2001.

University of Washington, teaching assistant, "States and Capitalism" (x2) and "Intercultural Interactions," Jackson School of International Studies, 1997-2001

University of Florida, graduate assistant (M.A.-level) for "Introduction to Judaism" (x2); "Introduction to Christianity;" "Introduction to Islam" (x2); and "Religions in Africa", 1989-1991

University of Florida, graduate assistant (M.A.-level) for the UF-National Endowment for the Humanities

Summer Institute on Teaching Religion in the Public Schools for “Introduction to Classical Judaism,” “Introduction to Islam,” and one summer for “Introduction to Christianity” Summer 1990, and Summer 1991.

Research Assistant to James Mueller, *Oxford Study Bible: Revised English Edition with Apocrypha*, 1991.

LANGUAGES

Native speaker and writer: American English

Comprehension of spoken language and reading; speaking skills: French

Reading in legal language; speaking skills: Hebrew

Translating to English (with dictionary; particularly poetic translations): Modern Standard Arabic

Minimal use of Haitian Creole; Elementary training in: Palestinian colloquial Arabic, Turkish, German

RESEARCH INTERESTS

Comparative judicial politics; religion and politics; historical institutionalism; law, religion, and gender in Israel and the Muslim Middle East. Micro-level politics; the intersection of historical institutionalism and political sociology; political ethnography, qualitative methods, and in-depth interviews.

MAJOR FELLOWSHIPS, GRANTS, AND HONORS

- Recognized by the U.S. Department of State Bureau of Educational and Cultural Affairs and the J. William Fulbright Foreign Scholarship Board for three years of service on the Fulbright National Screening Committee for the Fulbright U.S. Student Program, March 2016
- University of Florida Humanities Faculty Enhancement Fellowship, 2015
- University of Florida Provost Faculty Enhancement Opportunity Award, 2009
- University of Florida Provost Nominee to the Carnegie Fellows Program, 2008
- Honorary Visiting Fellow, Birkbeck College of Law, University of London, June 2004. Local sponsor: Peter Fitzpatrick
- Foreign Research Fellow, Group d’Analyse des Politiques Publiques, ENS-Cachan, France, May 2004. Local sponsor: Claire de Galembert
- National Science Foundation, Law and Social Sciences Dissertation Grant, SES #9906136, Migdal PI, Woods Co-PI, 1999
- Social Science Research Council International Dissertation Research Fellowship, 1999-2000
- Dorot Foundation research award, 1999-2000
- Social Science Research Council competitive, special-topics Dissertation Workshop Fellow, Marrakech, Morocco, July 1999
- Social Science Research Council Near and Middle East Pre-dissertation Award, 1997

SELECTED PROFESSIONAL SERVICE

- Curator of the Blog, “Subaltern States,” *E-International Relations* (<http://e-ir.info>), 2016 – present (author of three dozen pieces, and curator of guest contributions to the blog)
- External Reviewer, National Science Foundation, Law and Social Sciences Program, Fall 2018
- National Screening Committee, Fulbright Foundation, 2015 competition
- National Screening Committee, Fulbright Foundation, 2013 competition
- National Screening Committee, Fulbright Foundation, 2008 competition
- Section Chair, Comparative Politics of Developing Areas, Southern Political Science Association, 2012-2013
- Best Paper Award Committee, Southern Political Science Association, 2012-2013
- Program Committee, Association for Israel Studies, 2011-2012
- Proposal Reviewer, National Science Foundation, Spring 2011
- Program Committee, Association for Israel Studies Annual Conference, 2010
- Proposal reviewer, National Science Foundation, Spring 2010
- Proposal reviewer, City University of New York, Spring 2010
- Social Science Research Council International Dissertation Research Fellowship Program Screener, 2006 competition
- Social Science Research Council International Dissertation Research Fellowship Program Screener, 2005 competition
- American Judicature Award Committee, American Judicature Society, 2007
- Program Committee Member, Association for Israel Studies Conference, 2007
- Ex-officio Board Member and Webmaster, Association for Israel Studies, 2005-2007
- Dissertation Workshop Committee, Association for Israel Studies, 2003-2004, 2004-2005
- Committee Chair, and Faculty Discussant, Association for Israel Studies Dissertation Workshop, 2004
- Nominating Committee, Association for Israel Studies, 2004-2005
- Program Committee, Association for Israel Studies Annual Conference, 2004
- Program Chair, Association for Israel Studies Annual Conference, University of California – San Diego, 2003
- Executive Board Member, Association for Israel Studies, 2001-2005
- President and Co-Founder, Graduate Student Organization, Association for Israel Studies, 1996-2000
- Secretariat Liaison, Graduate Student Organization, Middle East Studies Association, calendar year 1995

INTRAMURAL SERVICE

- Chair, Academic Policy Council, University of Florida, 2018-2019
- Member, Senate Steering Committee, University of Florida, 2018-2019
- Member, Professional Development Leave Committee, College of Liberal Arts and Sciences, University of Florida, 2018-2019
- Member, Academic Policy Council, Faculty Senate, University of Florida, August 2017 – 2020
- Chair, Curriculum Committee, Department of Political Science, University of Florida, 2013-2014, Fall 2014, 2015-2016, 2016-2017, 2017-2018, 2018-2019
- Faculty Senator, College of Liberal Arts and Sciences, University of Florida, 2015-2018, 2006-2007
- College Curriculum Committee, College of Liberal Arts and Sciences, University of Florida, 2014-2016

- Faculty Advisory Committee, “Aftermath: The Fallout of War – America and the Middle East” art exhibit on photography and war in the Middle East, Harn Museum of Art, University of Florida, 2013-2016
- E-Learning, Member, Faculty Quality Assurance Committee, University of Florida, 2013-2015
- Co-Coordinator, Near and Middle East Studies Working Group, College of Liberal Arts and Sciences, University of Florida, May 2006-2012
- Graduate-Faculty Liaison Officer, Interdisciplinary Ph.D. Program in Near and Middle East Studies, University of Washington, 1997-1999 and 2000-2001

INTRAMURAL FELLOWSHIPS AND HONORS

- College of Liberal Arts and Sciences, Sabbatical (competitive), Spring 2015
- College of Liberal Arts and Sciences Course Development Grant for web-based course, Introduction to Comparative Politics, Summer 2012 award for Summer 2013 course
- College of Liberal Arts and Sciences Travel funds, University of Florida, Spring 2012 (declined)
- College of Liberal Arts and Sciences Travel funds, University of Florida, Spring 2009
- Anderson/College of Liberal Arts and Sciences Scholar Faculty Honoree for outstanding teaching, 2007
- Center for Jewish Studies Course Development Grant, 2005-2006
- Department of Political Science Summer Research Grant, 2005
- Nominee, College Teaching Award, University of Florida, Fall 2003
- College of Liberal Arts and Sciences Travel Grant, University of Florida, October 2002
- Department of Political Science Summer Research Grant, University of Florida, Summer 2002
- Anderson/College of Liberal Arts and Sciences Scholar Faculty Honoree for outstanding teaching, 2002
- University of Washington Graduate School Teaching Fellowship, Spring 1998
- Middle East Center Research Award, University of Washington, Summer 1995
- Hall-Ammerer-WRF Graduate Fellowship Award, University of Washington, 1994-1997

PUBLICATIONS

Books

SECOND EDITION, Judicial Power and National Politics: Courts and Gender in the Religious-Secular Conflict in Israel. State University of New York Press. Hardcover March 2017, Paperback July 2017. By Patricia J. Woods. Substantially revised new Second Edition with new introductory chapters, and first-time publication of original dataset of the first-ever national survey of women’s movement volunteers in Israel, 2000, funded by NSF SES#9906136 (Migdal, PI; Woods, Co-PI). Emphasis on civil society, legal development, and judicial community in Israel.

Judicial Power and National Politics: Courts and Gender in the Religious-Secular Conflict in Israel. State University of New York Press, Series in Israel Studies, First Edition, by Patricia J. Woods. First edition. Hardcover July 2008, paperback January 2009. The development of the theory of judicial communities based on the case of Israel, drawing upon three years of political-ethnographic research in the field.

E-Textbook

Editor, Comparative Politics, Kendall Hunt Publishers, 2017.

Collection/Mini-Symposium Co-Editor

1. Lisa Hilbink and Patricia J. Woods, eds., Mini Symposium of *Political Research Quarterly*, entitled, "Judicial Empowerment in Comparative Perspective: Ideas and Interests" 62:4 (December 2009): 745-839.

Articles in Peer-Review ISI Journals

1. Patricia J. Woods and Lisa Hilbink, "Judicial Empowerment in Comparative Perspective: Interests and Ideas," introduction to a mini-symposium of *Political Research Quarterly* 62:4 (December 2009): 745-752.
2. Patricia J. Woods, "The Ideological Roots of Israel's Constitutional Revolution," as part of a mini-symposium of *Political Research Quarterly* 62:4 (December 2009): 811-824.
3. Patricia J. Woods and Scott W. Barclay, "Cause Lawyers as Knowledge Holders and Legal Innovators with And Against the State: Symbiosis or Opposition?" *Studies in Law, Politics, and Society* 45 (2008): 203-234.
4. Patricia J. Woods, "It's Israeli After All: A Survey of Israeli Women's Movement Volunteers" *Israel Studies Forum* 19:2 (April 2004).
5. Patricia J. Woods, "Normes juridiques et changement politique en Israël" *Droit et Société* 55:3 (December 2003) (Paris, published in French translation; translation not my own).
6. Steven V. Mazie and Patricia J. Woods, "Prayer, Contentious Politics, and the Women of the Wall: The Benefits of Collaboration in Participant Observation at Intense, Multi-Focal Events" *Field Methods* 15:1 (February 2003): 25-50.

Articles in Peer-Review International/Open-Access Journals

1. Colonel Haluk Karadağ and Patricia J. Woods, "Default Power in the MENA Region: Turkey as a Pragmatic Solution to the Post-Arab Spring Era" in *International Relations and Foreign Policy* 3:2 (December 2015): 1-11.
2. Patricia J. Woods and Colonel Haluk Karadağ, "Rights or Riots? Regional Institutional and Cultural Legacies in the MENA Region, and the Case of Turkey" in *Journal of Power, Politics, and Governance* 3(1) (June 2015): 63-79.

Chapters in Books

1. Patricia J. Woods, "Fault Lines" invited submission (peer reviewed) to *The Cambridge Companion to Judaism and Law (Cambridge Companions to Religion Series)*, edited by Christine Hayes. Cambridge University Press, 2017. Chapter offers an analysis of religious-secular conflict in Israel, emphasizing the women's movement, religious authorities, and legal trends over time.

2. Patricia J. Woods, "The Women's Movement: Mobilization and the State" invited submission (peer reviewed) to *Contemporary Israel: New Insights and Scholarship (Jewish Studies in the Twenty-First Century Series)*, edited by Frederick Greenspahn. New York University Press, July 2016. Emphasis on civil society developments and the women's movement.
3. Patricia J. Woods, "The Politics of Fracture: Identity, Difference, and Fissures in the Image of a Singular, Unified Israeli State" in *The Everyday Life of the State: A State-in-Society Approach*, Adam White, ed. University of Washington Press, 2013. A volume in honor of the works of Joel S. Migdal.
4. Patricia J. Woods, "Cause Lawyers and Judicial Community in Israel: Legal Change in a Diffuse, Normative Community" in *The Worlds Cause Lawyers Make: Structure and Agency in Legal Practice*, edited by Austin Sarat and Stuart Scheingold, Stanford University Press, 2005.
5. Patricia J. Woods, "Gender and the Reproduction and Maintenance of Group Boundaries: Why the 'Secular' State Matters to Religious Authorities in Israel," in *Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices*, Joel S. Migdal, ed., Cambridge University Press, March 2004.

Book Reviews

1. Kent F. Schull, M. Safa Saraçoğlu, and Robert Zens, eds. *Law and Legality in the Ottoman Empire and the Republic of Turkey*. Bloomington, IN: Indiana University Press, 2016. *Journal of Islamic and Muslim Studies* 1:1 (May 2016) 83-88. <http://www.jstor.org/stable/10.2979/jims.1.1.08> Reviewed by Patricia J. Woods.
2. Lila Abu-Lughod. Remaking Women: Feminism and Modernity in the Middle East. (Princeton: Princeton University Press, 1998.) In *New Perspectives on Turkey* 18 (Fall 1999). Reviewed by Patricia J. Woods.
3. Ilana Kaufman. Arab National Communism in the Jewish State. (Gainesville, FL: University Press of Florida, 1997.) In *Shofar* 17:4 (Summer 1999): 117-119. Reviewed by Patricia J. Woods.
4. Yael Yishai, Between the Flag and the Banner: Women in Israeli Politics. (Albany, NY: State University of New York, 1997.) *Israel Studies Bulletin* 13:2 (Spring 1998): 33-34. Reviewed by Patricia J. Woods.
5. Gad Barzilai, Wars, Internal Conflicts, and Political Order: A Jewish Democracy in the Middle East. (Albany, NY: State University of Israel Press, 1996.) *Middle East Journal* 51:3 (Summer 1997): 448-450. Reviewed by Patricia J. Woods.
6. Harvey Goldberg, ed. Sephardi and Middle Eastern Jewries: History and Culture in the Modern Era. (Bloomington: Indiana University Press, 1996.) *New Perspectives on Turkey* 15 (Fall 1996): 147-149. Reviewed by Patricia J. Woods.
7. Staughton Lynd, Sam Bahour and Alice Lynd, eds. Homeland: Oral Histories of Palestine and Palestinians. (New York: Olive Branch Press, 1994) *MELA Notes: Middle East Librarians Association* (1995): 73-74. Reviewed by Patricia J. Woods.

Intellectual Magazines

1. Patricia J. Woods, "Judicial Power and National Politics" in *Secular Culture and Ideas*, a publication of JBooks, lead article, July 2008.

CURRENT PROJECTS

1. *Beyond the Death of God: Theory and Cases in Religion and Politics*, co-editor.
2. *Human Rights in Israel: Civil Society, Legal Development, and the Apartheid Thesis*.
3. “Globalization, Religion and State: The Israeli Case” an article length project.
4. “Palestinian and Jewish Women’s Peace and Interfaith Coexistence: From Formal Workshops to Cooking Kitchens” a co-authored article length project.
5. “The Battle of Haifa: National Interest, De-Classified Documents, and Generational Difference in Historical-Political Accounts” a co-authored article length project.

INVITED PRESENTATIONS AT UNIVERSITIES AND SCHOLARLY INSTITUTIONS

"New Constituencies, Independent Judiciaries? The Debates over State-Sanctioned Religious Law in Israel" presented to the Robbins Collection workshop, University of California, Berkeley, Boalt Hall School of Law, *Implementing Religious Law in Contemporary Nation-States: Definitions and Challenges*, February 2014.

"Religion as Resistance to the (Secular) Nation-State" presented to a conference entitled, *Judicial Politics and the Accommodation of Religious Minorities*, University of Toronto, April 2011.

"The Women’s Movement and Religious Authorities in Israel" presented to the Jackson School of International Studies, Program in Jewish Studies series, *New Interpretations of Israel: Politics, Society, Culture & Human Rights*, University of Washington, March 11, 2008.

"Ethnic Politics and Women’s Movement Mobilization in Israel: The Role of Ideas" presented to the conference, *Policy from the Grassroots: How Social Forces Shackle and Transform Policymakers* organized in honor of Joel S. Migdal, University of Washington, February 25-26, 2007.

"Contentious Politics in the Israeli Women’s Movement" presented to the international conference, *Contentious Politics in Israel: Past and Present*, sponsored by the Institute for Jewish Studies at the University of Antwerp, Belgium, October 18-19, 2006.

"Religious Authorities and the Secular State in Israel" invited presentation to the Center for Jewish Studies and the Department of Political Science, University of Miami, February 14, 2005.

"Legal Norms, Political Change, and Judicial Community" invited presentation to the Group d’Analyse des Politiques Publiques, École Normale Supérieure - Cachan, Cachan, France, May 2004.

"Conflicting Visions: Social Movements and the Religious Law Conflict in Israel" invited presentation, the Middle East Forum, Center for Middle Eastern Studies, Harvard University, October 14, 2003.

"Tracing Micro-Processes: Formal and Informal Interactions within the Judicial Community in Israel" invited presentation to the *Sanyer Seminar in Comparative Politics*, Department of Government, Harvard University, April 23, 2003.

“Courting the Court: A Small Women’s Movement, the Judicial Community, and the Battle for the Soul of the Jewish State” invited presentation, Near and Middle Eastern Studies Department, Princeton University, February 14, 2003.

“Cause Lawyers and Judicial Community in Israel: Legal Change in a Diffuse, Normative Community” presented to the *Cause Lawyering III Workshop*, Cachan, France, October 11-14, 2002, organized by Austin Sarat and Stuart Scheingold, eds.

“Group Boundaries and Religious Authorities in Israel: Visions of Society, Visions of State” presented to the Workshop, *Boundaries and Belonging*, Jackson School of International Studies and the George Taylor Institute, University of Washington, September 2000.

“Researching Courts and Legal Community in Israel” presented to the Social Science Research Council *International Dissertation Research Fellows Workshop*, Amsterdam, October 2000.

“Operationalizing Influence: The Women’s Movement and the High Court in Israel” presented to the Social Science Research Council *Special Topics Dissertation Workshop on States and Societies in the Middle East*, Marrakech, Morocco, July 1999.

“The Fight for Jurisdiction: Personal Status Law and State-Society Relations in Israel” presented to the Social Science Research Council *Near and Middle East Research and Training Fellows Conference*, Cairo, March 1997.

“Social Movements and Judicial Community in Israel” presented to the Soros Foundation *Palestinian Faculty Development Program and Palestinian Rule of Law Program 2009 Joint Fellows’ Conference*, College of Design, Construction and Planning, University of Florida, March 20, 2009.

PAPERS AT PROFESSIONAL CONFERENCES

“Human Rights in Israel” presented to the conference, *Jewish History and Culture: New Insights from Florida Scholars*, part of the Gimelstob Symposium in Judaic Studies, organized by Frederick Greenspahn, Florida Atlantic University, January 28-29, 2018.

“Convenor” (organizer) and Co-Discussant, panel, *Religion and Law*, organized for the Research Committee (RC09) on Comparative Judicial Studies, International Political Science Association, July 2016.

“Religion and State Through the Lens of Jewish Law in Israel” presented to the pre-organized panel, *Religion and Law*, Research Committee (RC09) on Comparative Judicial Studies, International Political Science Association, July 2016.

Col. Dr. Haluk Karadağ and Patricia J. Woods, “Rights or Riots: Regional Institutional and Cultural Legacies in the MENA Region, and the Case of Turkey” presented to the Congress Session on Political Institutions and Civic Engagement’s panel on Content and Discontent With Government in an Unequal World, International Political Science Association, July 2016.

“Conflicting Visions: The Women’s Movement and State Religious Authorities in Israel” presented to the Fifth International Conference on Religion and Spirituality in Society, University of California-Berkeley, April 2015.

“The Israeli Women's Movement and Israeli Legal Culture” presented to the Association for Jewish Studies, Boston, MA, December 2013.

“Doing Daily Battle in Israel: Women's Political Mobilization” presented to the American Political Science Association annual conference, Seattle, WA, September 2011.

“Women’s Political Resistance in Israel,” presented to the Association for Israel Studies, Brandeis University, June 2011.

“The Ideational Foundations of Israel’s ‘Constitutional Revolution,’” International Political Science Association, Comparative Judicial Studies section, Bologna, Italy, June 2010. Paper distributed in my absence (unable to attend due to a conflict with a research trip).

Organizer, organized panel, *A Comparative Analysis of Hirschl’s Hegemonic Preservation Thesis*, American Political Science Association, August 2007.

“The Judicial Construction of Liberal Rights and Judicial Power: The Case of Israel,” presented to the American Political Science Association as part of an organized panel, “A Comparative Analysis of Ran Hirschl’s Hegemonic Preservation Thesis.”

“Strategic Alliances and the Homogenizing Nation-State: Religion, Family, and Tribe in Iraq and Israel” presented to the Western Political Science Association, March 2007, and to the University of Florida Department of Political Science Research Colloquium, February 2007.

Chair and Discussant, Organized Panel on *Citizenship and Civic Participation*, Law and Society Association Conference, Baltimore, MD, July 6, 2006.

“Religion and the Nation-State: Competing Authorities in Israel and Iraq” presented to the Association for Israel Studies, Banff, Canada, May 30, 2006.

“Israel’s Court-Driven Constitutional Revolution” presented to the American Political Science Association panel on Courts and Comparative Democratization, September 3, 2005.

“The Israel High Court and Its Constitutional Revolution: History and Community” presented to the Western Political Science Association, March 2005.

“Weak Ties, Judicial Power, and the Role of the Judiciary in a Democracy” presented to the American Political Science Association, September 2004.

Discussant, Comparative Politics Theme Panel, “Democratization and Judicial Reform,” American Political Science Association Conference, September 2004.

"Cause Lawyers as Knowledge Holders and Legal Innovators for the State" co-authored with Scott W. Barclay, Department of Political Science, University of California, Santa Cruz, presented to the Law and Society Association, June 2003.

“Tracing Micro-Processes: Formal and Informal Interactions within the Judicial Community in Israel” presented to the Association for Israel Studies, San Diego, California, April 2003.

“Cause Lawyers and Judicial Community in Israel: Legal Change in a Diffuse, Normative Community” presented to the Cause Lawyering III Workshop, Cachan, France, October 11-14, 2002, organized by Austin Sarat and Stuart Scheingold, eds.

“The Irony of State Incorporation” presented to the American Political Science Association Religion and Politics section, August 2002.

“Cause Lawyers, Rights Revolution, and Judicial Power” presented to the Association for Israel Studies, Vail, Colorado, May 2002.

"Cause Lawyers and the Judicial Community in Israel" presented to the Law and Society Association, pre-organized panel on *Socio-Political Variation and Cause Lawyering Possibilities*, Vancouver, B.C., May 2002.

“Opportunities and Influence: The Case of a Small Social Movement and the Israel High Court of Justice” presented to the American Political Science Association, September 2000.

“An Historical Institutional Model of Social Influence in a State Institution: The Israeli High Court of Justice” presented (in Hebrew) to the Israel Law and Society Association, November 1999.

“Operationalizing Influence: The Women’s Movement and the High Court in Israel” presented to the Western Political Science Association, March 1999.

“Specifying Standpoint: Coalition, Difference, and Conflict in the Israeli Women’s Movement” presented to the Middle East Studies Association, December 1998.

"New Constituencies, Independent Judiciaries: The Women's Movement and the Religious Law Debates" presented to the Association for Israel Studies, June 1998.

"Judicialization of Politics, or Politization of the Judiciary? The Women's Movement, the High Court, and the Religious Law Debates in Israel" presented to the Association for Israel Studies panel of the Middle East Studies Association conference, November 1997.

"Women in Israel: The Nexus of Religion, Politics and Law" presented to the Middle East Studies Association, December 1995.

INTRAMURAL INVITED TALKS

“Judicial Power and National Politics: Judicial Communities,” presented to the Department of Sociology and Criminology, University of Florida, February 6, 2009.

"Why Do Women Join?: Elite versus Volunteer Narratives in the Israeli Women's Movement" invited presentation to the Center for Women's Studies Gender Conversations Series, University of Florida, February 23, 2005.

“Conflicting Visions: Social Movements and the Religious Law Conflict in Israel” presented as part of the Bess K. Shorstein Lecture Series, University of Florida, October 30, 2003.

UNIVERSITY SERVICE

Chair, Academic Policy Council, 2018-2019

Member, Senate Steering Committee, 2018-2019

Member, Professional Development Leave Committee, College of Liberal Arts and Sciences, University of Florida, 2018-2019

Member, Academic Policy Council, Faculty Senate, August 2017 – 2020

Faculty Senator, College of Liberal Arts and Sciences, University of Florida, 2015-2018, 2006-2007

College Curriculum Committee, College of Liberal Arts and Sciences, University of Florida, 2014-2016.

E-Learning, Member, Faculty Quality Assurance Committee, University of Florida, 2013-2015

Advisor, Association for Students in Middle-Eastern Studies, UF, 2012-

UF in Jerusalem, Program Director and co-creator, 2014 (did not fill).

New UF Online Web-Based Course, CPO 2001, Introduction to Comparative Politics.

Co-Coordinator, Near and Middle East Studies Working Group (NMES), College of Liberal Arts and Sciences, University of Florida, May 2006-2012

Near and Middle East (NMES) Working Group Proposal Presentation to visiting international donors, July 2008.

Presentation on developments in the Near and Middle East Working Group for Florida Foundation fundraising efforts related to Islamic Studies, spring 2007, Orlando, Florida.

Member, G-4 Committee (internationalization committee), UF International Center, 2006-2008

Madelyn Lockhart Faculty Development Award Committee, Center for Women and Gender Studies, University of Florida, Fall 2006

DEPARTMENTAL SERVICE

Chair, Curriculum Committee, 2017-2018

Best Graduate Teacher Award Committee, 2017-2018

Chair, Curriculum Committee, 2016-2017

Chair, Curriculum Committee, 2015-2016

Chair, Curriculum Committee, 2013-2014; Fall 2014

Curriculum Committee, 2012-2013

External Speakers Chair, 2011-2012

Departmental Speakers Committee, 2011-2012

Best Graduate Student Instructor Award Committee, 2012

Secondary Undergraduate advisor, Summer A 2011

Best Graduate Student Instructor Award Committee, 2011

Departmental Research Seminar on Politics Coordinator (faculty colloquium), 2010-2011

Departmental Speakers Committee, 2010-2011

Secondary Undergraduate advisor, Summer A 2010

Best Graduate Student Paper Committee, Spring 2010

Secondary Undergraduate advisor, 2009-2010

Methods Field Committee, 2007-2009 (Qualitative methods)

Comparative Field Committee, 2001-present
Graduate Teaching Award Committee, 2009
Best Graduate Student Paper Committee, 2007
Chair's Advisory Committee, 2005-2006
Department Research Seminar on Politics Coordinator (faculty colloquium), Spring 2005
Parental Leave Task Force, 2004-2005
(On leave at Harvard University January 2003-June 2004)
Secondary Undergraduate advisor, January 2002 – December 2002
Internationalization Committee, 2001-2002
Graduate Program Committee, 2001-2002
Department Scribe, August 2001 – December 2002

External speakers organized for the Department of Political Science (may include talks to other units)

- Organized visiting speaker visit and public talk, October 2014 (**Dr. Mu'taz al-Khatib**); solicited/received funding co-sponsorships from the Department of Political Science, University of Florida International Center, Department of Religion, Levin School of Law, and Center for the Humanities and the Public Sphere.
- Organized visiting speaker visit and public talk, January 2012 (**Prof. Joel S. Migdal**); solicited/received funding co-sponsorships from the Department of Political Science, University of Florida International Center, Center for Jewish Studies, and Center for Humanities and the Public Sphere.
- Organized visiting speaker visit and public talk, February 2011 (**Dr. Keren Weinshall Margel**); February 2011; solicited/received funding co-sponsorships from the Department of Political Science, Center for Jewish Studies, and Hillel Foundation.
- Organized visiting speaker visit and public talk, April 2008 (**Prof. Eva Etzioni-Halevy**); solicited/received funding co-sponsorships from the Center for Jewish Studies, Department of Political Science, and Hillel Foundation.
- Organized visiting speaker visit and public talk, April 2005 (**Prof. Gad Barzilai**); solicited/received funding co-sponsorships from the Center for Jewish Studies, and Department of Political Science.
- Organized visiting speaker visit and talks to the Political Science Department and the Law School, March 2002 (**Prof. Michael W. McCann**); solicited/received funding co-sponsorships from the Department of Political Science, Levin Law School, and Center for Women's Studies.
- Organized visiting speaker visit and public talk, November 2002 (**Prof. Joel S. Migdal**); solicited/received funding co-sponsorships from the Department of Political Science, Center for Jewish Studies, and the University of Florida International Center.

COURSES

Graduate Level (in order of frequency of offering in near future):

1. Modern Middle East Politics
2. Comparative Gender Politics
3. Law, State, and Society in Comparative Perspective (focusing on Europe, Middle East, United States, South Asia)
4. Field Methods

Undergraduate Level:

1. Introduction to Comparative Politics
2. Introduction to Comparative Politics Web-Course
3. Political Change and Legal Development
4. Politics of the Modern Middle East
5. Women and Politics in the Modern Middle East
6. Politics of Israel
7. Women and Politics in Israel
8. Introduction to Women in Jewish Studies
9. Judaism and Politics (historical institutionalist / political-sociological / and political-ethnographic approaches focusing on the Middle East, Asia, and Latin America with some attention to Europe)
10. Arab-Israeli Conflict
11. Arab-Israeli Conflict II (Ideological Approaches)

OUTREACH ACTIVITIES

- "The Arab Spring: Causes and Consequences" a talk presented to the Arab Cultural Association, University of Florida, Wednesday, October 30, 2013.
- "The Women's Movement in Israel," an invited presentation to the UF College Democrats Women's Caucus, women's suffrage pre-election forum, September 2012.
- Film forum and discussion, Association for Students in Middle Eastern-Studies, October 2012. Faculty discussion leader. Viewed the Lebanese film, *Caramel*, with a forum of UF undergraduate and graduate students.
- "The Arab Spring: Lessons and Pitfalls for a New Administration" invited presentation to the Oak Hammock Institute for Learning in Retirement for a course/speaker series, October 2012.
- Faculty Advisor and Panelist, Graduate Student Organized Roundtable, "The Arab Spring," Department of Political Science, University of Florida, January 31, 2012. Roundtable included speakers from the University of Washington, Jackson School of International Studies (my invitee); the University of Florida, Department of History; and the University of Florida, Department of Political Science. Approximately 65 attendees.
- Invited speaker, "Libya in Regional Perspective: Religious and Secular Constituencies and the Rebellions in the Middle East," introductory remarks for UF Speech and Policy Debate Team public forum, April 13, 2011. Approximately 50 attendees.
- Media interviews regarding events in the Middle East in Winter 2011:
 - WUFT-FM, February 17, 2011, newscast.
 - WUFT-FM, February 11, 2011, feature
 - Florida Broadband News Service, February 4, 2011
 - The Daily Sun, The Villages, February 3, 2011
 - TV20 News, February 1, 2011, feature news story
 - TV20 News, January 31, 2011, newscast
 - WUFT-FM, January 31, 2011, feature
- Faculty Advisor and Panelist for an undergraduate student-organized panel, "Bottom-Up Perspectives on the Israel-Gaza War," March 2, 2009. The event was co-sponsored by several

undergraduate student organizations: Human Rights Awareness on Campus, United World Organization, Jewish Student Union, Islam on Campus, as well as several campus units, including the UF International Center, the Graham Center, the UF Honors Program, and the Near and Middle East Working Group. Approximately 300 attendees.

- “Studying the Arab-Israeli Conflict” two presentations to United Voices for Peace, Gainesville, FL, January and February 2009. Provided the group with a working syllabus for their on-going discussions.
- Invited talk to Hadassah evening lecture series, panel member, “The Hamas Elections: Prospects for (Positive?) Change,” February 22, 2006.
- Invited talk to Hadassah Fundraising Brunch, “Religious Personal Status Law in Israel and Beyond: Jewish and Muslim Women,” February 16, 2006
- “Sunni-Shia Politics: Iraq in Regional Perspective,” invited presentation to the Florida Free Speech Forum; lecture broadcast on WRUF-FM Classic 89 PBS radio, September 2005.
- (On research leave from UF, Visiting Scholar at Harvard University, January 2003-July 2004)
- Panel member, University of Florida International Center forum: “Middle Eastern Responses to the Current Crisis” on the current crisis in Afghanistan, March 14, 2002. Approximately 200 attendees.
- University-wide forum, follow-up from September 25th panel, on the Middle East responses to the current situation between the U.S. and Afghanistan. March 15, 2002. Approximately 85 attending.
- UCG Church, Gainesville, FL talk on the Arab-Israeli Conflict, April 2002.
- Private salon/discussion group, March 13, 2002, talk on Israeli perspectives on the Arab-Israeli conflict to 6 people.
- Marston Science Library talk to UF Librarians on the Arab-Israeli Conflict, February 20, 2002, approximately 35 attending.
- Buchholz High School, December 11, 2001, talk on Israeli politics and the Arab-Israeli Conflict to approximately 35 students.
- University of Florida Association of Retired Faculty, December 5, 2001, talk on the Arab-Israeli Conflict to approximately 85 retired faculty.
- Community Coalition Against War and Terrorism, Little Hall, November 14, 2001. Panel talk, approximately 200 attending.
- Roundtable for undergraduate students in Political Science, Anderson Hall, November 13, 2001. Approximately 25 attending.
- UF Honors Program Monthly Colloquium Series, October 23, 2001. Approximately 24 attending.
- *Attack on America*, university-wide panel on September 11th, held September 25, 2001. Panel presided over by the Vice-Provost of UF. Gainesville Sun reported 600 attending.

SEATTLE ACTIVITIES:

- Guest Lecturer, Seattle Jewish Festival, “The Women of the Wall,” April 1, 2001.
- Panel Member, Seattle ACT Theatre Public Forum and Discussion of the David Hare play, *Via Dolorosa*, Seattle, Washington, August 2000.
- Guest lecture, “Women, the Courts, and the State of Israel.” The Willner Institute extended adult learning workshop, University of Washington, June 1998.
- Guest lecture, “The Women’s Movement and the High Court.” Presented to *Truth or Dare: Women in the Jewish Experience* conference, San Francisco Chapter Hadassah, San Francisco State University, April 1998.
- Middle East Center Outreach Program, University of Washington. Guest lectures on U.S.-Iraq crisis, compilation of resource materials on the subject for the Middle East Center, Winter 1998.
- Guest lecture, “Women and the Arab-Israeli Conflict.” American Association of University Women Annual International Dinner, Bellevue, Washington, December 1995.

REVIEWER (Reviewer of journal articles, books, research proposals, or awards for):

American Political Science Review; Comparative Political Studies; Comparative Politics; Political Research Quarterly; Law and History Review; Israel Law Review; Law and Society Review; Perspectives on Politics; New England Journal of Political Science; Law and Social Inquiry; Studies in Law, Politics and Society; Signs; Middle East Journal; Journal of Church and State; Oxford University Press; University of Washington Press; University of Wisconsin Press; National Science Foundation; Social Science Research Council; the American Judicature Society, CUNY University

INTERNATIONAL EXPERIENCE

More than three years of residence: Israel. One year residence plus additional travel: Jacmel, Haiti. One to six months: France, West Bank, Kenya. Travel in: Western Europe, the Middle East and North Africa, Southeast Asia, former Soviet Union, Dominican Republic, Belize.

OTHER (Creative Works)

Dr. Sohn has published a number of volumes of fiction under her own publishing house (listed under her maiden name, Patricia J. Woods Publishing, Gainesville, FL) exclusively for Kindle, available on Amazon.com. In addition to these, she has written a number of musicals, several plays, and one screen play. She maintains a creative writing blog that houses her screenplay, her completed musicals, and some plays, short stories and/or poetry: <http://patriciajwoods.blogspot.com>. Her poetry has been considered for one national-level poetry contest in the United States in 2013 (the Walt Whitman Award of the Academy of American Poets). Her [creative works page on Facebook](#) has over 43,000 followers. She maintains a creative works page, named for her screen play, with all of these materials as well as a brief commentary: <http://cleopatraascreenplay.wordpress.com>.

Department of Political Science

15 August 2018

234 Anderson Hall
PO Box 117325
Gainesville, FL 32611-7325
352-392-0262 Tel
352-392-8127 Fax

To: Quest 1 Trial Committee

From: Patricia Sohn
Associate Professor
Political Science and Jewish Studies
333 Anderson Hall

Re: Quest 1 Trial Program, Spring 2019

Dear Quest 1 Trial Committee:

Please find attached my revised syllabus for IDS 2935 IDENTITY AND TRANSFORMATION IN FICTION AND FILM, being considered for the Quest 1 Trial program, Spring 2019.

I have updated the syllabus to include attention to the particular humanities goals of the Quest 1 Trial program, as well as more specific attention to course objectives, learning outcomes, and experiential aspects of the course.

In particular, the course addresses issues of identity and transformation through works of fiction and film taking place in a range of international contexts. The fiction and film may include inter-cultural, inter-generational, regional, and/or international aspects together with political dynamics and interactions. The course centers on the Middle East, Asia, and Europe and includes many international directors, some films with sub-titles, some blockbuster films, and some domestic films. The texts include two famous international novels in English translation, and a choice of two world-renowned historical travelogues (which might be considered journal or fiction). The course is not

taught as a comparative literature or media studies course. Rather, it addresses literature and film as cultural and political text. The course is taught through a culturalist political science perspective and through the qualitative and historical tradition within the field of comparative (e.g., international) politics.

While the course is taught through the traditions of culturalist, qualitative and historical approaches in political science, the course is broadly cross-disciplinary. It approaches fiction and film as historical, cultural, and political texts that may tell us something about how individuals and groups have interacted, or do interact, over puzzling or troubling cultural and political exchanges in various regional and historical contexts. By observing and “experiencing” these interactions through the lenses of fiction and film, the students will be asked to consider:

- How do we see the characters’ identities exhibited (e.g., in what contexts do we observe political-identity issues)? What sorts of factors can we look for in the action (or non-action) of a fictional story (in book or film) to determine if we are observing an issue related to identity?
- How are the characters (or their identities) transformed by their encounters with one another, or with “other” worlds? We will consider what we can, or what students in this course believe that we should learn from these interactions and transformations. Can these lessons or observations be helpful to us (as individuals, communities, or polities) in our own contexts?
- How do inter-generational interactions matter in these works of fiction and film? Do inter-generational interactions and tensions constitute cross-cultural encounters within the same “cultural,” domestic, or regional contexts? How is authority meted out in these stories, or how does it change as people within the group age? In a new immigrant context, do these interactions overlap with more than one issue of cultural or political interaction? Do these issues affect regional or international interactions or dynamics in a significant way?
- How do cross-cultural, regional, or international encounters and interactions matter? Do they change the individuals or groups involved? Do they always resolve in either war or peace? How do the protagonists cope with either?
- When addressing major transformations within a community, domestic, or regional context, do we see multiple sub-cultures emerge? How do these situations affect the protagonists’

views of themselves, their identities, or of their own rights within their contexts? In what ways do we see (individual/community/domestic/regional) transformation? In what ways do we see stasis?

While there is a significant lecture component, the course is an interactive course in which the students and I (as their faculty instructor) will interact through regular active discussion following a seminar-like format, and students will be encouraged to attend office hours for further discussion and advising. Students will be encouraged to approach the readings and films as an experiential entrée to issues of identity and transformation. Furthermore, students will have the experiential assignment of attending either a Harn Museum of Art exhibit or a UF Performing Arts Center performance. In that assignment, students will write an essay connecting the exhibit/performance with issues in the course.

The course objectives are:

1. Addresses identity and transformation through the study of several works of fiction and film, read as text to enable us to observe and consider inter-cultural, inter-generational, regional, and international interactions taking place within certain cultural and political contexts.
2. Presents works of fiction and film as a means to learn something significant about identity and transformation in international and/or political context.
3. Requires students to read works of art (fiction and travelogue), and to study works of art (film). Requires students to view at least one exhibit/performance at the Harn Museum of Art or the UF Performing Arts Center, both on the UF campus. These exhibits/performances must be international in some way. That can include works or exhibits by new or recent immigrants to the U.S.
4. Gives students exposure to the consideration, analysis, and evaluation of works of art (e.g., fiction, travelogue, and film) as cultural and political text.
5. The course embeds the analysis of arts and humanities as a means to teach us something significant about our real, material, and political worlds, including particularly issues of identity and transformation.

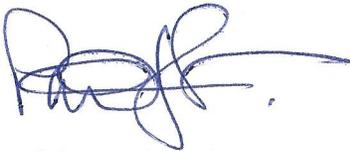
And learning outcomes are:

1. Identify, describe, and explain a few key theories and methods used to think about and analyze issues of identity (particularly relating to identity politics) across disciplines.
2. Develop and present clear and effective responses to questions about identity and transformation, paying particular attention to linking argument with evidence in specific works of art (fiction, travelogue, and film). Responses will be verbal and written.
3. Student will gain awareness of issues of identity and transformation in a few key historical-political contexts, including settings in the Middle East, Asia, and Europe. Students will gain working knowledge and awareness of works of art (fiction, travelogue, and film) emerging from those areas, as well as several Western and U.S. approaches through art to these regions.
4. Analyze and evaluate essential questions about the human condition – particularly questions of identity and transformation – drawing upon a few key theories and methods to which students have been exposed in this course, and relating those questions of identity and transformation to the content of specific works of art (fiction, travelogue, and film). Students will practice the development of CRITICAL ANALYTICAL DISTANCE in writing and speaking.
5. Connect course content with critical reflection upon the student's own intellectual, personal, and professional development at UF and beyond. In particular, students will practice the development of (appropriate public) PERSONAL ENGAGEMENT with course materials, as well as developing a strong sense of the difference between ANALYTICAL DISTANCE and PERSONAL ENGAGEMENT. Students will be asked to draw upon critical ANALYTICAL DISTANCE and PERSONAL ENGAGEMENT in writing assignments – sometimes separately, and sometimes within the same assignment. This exercise will help students to develop an understanding of the difference between these two modes of inquiry, as well as the ability to draw upon each effectively in the student's own speaking and writing.

I enthusiastically await your decision and hope very much that the course, now conditionally accepted, will make it to the final Quest 1 Trial program in Spring 2019 semester.

Thank you very much for your time and consideration.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Patricia J. Sohn', with a long horizontal flourish extending to the right.

Patricia J. Sohn, Ph.D.

Associate Professor

IDENTITY AND TRANSFORMATION: FICTION AND FILM

UF Quest 1/Identities IDS2935/####

General Education: Humanities, International

[Note: A minimum grade of C is required for General Education credit]

Spring 2019, T/TH # Period (TIME-TIME)

Location: ROOM

Class resources, announcements, updates, and assignments will be made available through the class Canvas site, available at <https://elearning.ufl.edu/>.

Instructor
Patricia J. Sohn, Associate Professor Political Science and Jewish Studies Email: pjsohn@ufl.edu Office Tel: 352-273-2370 Office Hours: DATES/TIMES 333 Anderson Hall

COURSE DESCRIPTION:

The course draws upon works of art in fiction, film, and classic travelogues to address one major issue of the human condition: identities and transformation. Identity, and transformations in identities, are analyzed in terms of several major social theories from scholars including Edward Said, Pierre Bourdieu, Mircea Eliade, E. Renan, Benedict Anderson, and Martin Buber. Transformation may occur at the level of individual identities in relation to local, national, or regional phenomena; or, it may involve a context of major world-historical, “structural” changes (e.g., global or regional shifts from: feudalism to the rule of law, religion to secularism, traditional capitalism to modern capitalism, local identities to nationalism, shifts in global power centers, etc.) and their impact upon individuals, communities, and the ways that people are able to (or are apt to) conceive of themselves, their communities, their life choices and themselves as humans.

Major themes relating to identity will include: cross-cultural dynamics both within and across communities and regions, including the theme of “cross-cultural encounter”; the development of sub-cultures within a local or national context; inter-generational tensions, coexistence, and issues relating to power sharing and autonomy; East/West dynamics; and the methodological theme, how can we find, or, what do we look for in order to identify when something is a question of identity? Students may identify other themes of significance as well and raise them in written assignments and in discussion. We will also consider whether individual or community identities and dynamics can have an impact upon the international or even the world historical arenas.

This is an introductory course. Students who find particular works in this course exciting and worthy of further investigation are encouraged to seek further study with courses in Comparative Literature; Media and Film Studies; Russian Literature; Arabic Literature; Cultural Studies in the Middle East, Asia, or Europe; History and Medieval Studies; Language Study; as well as other disciplines and courses.

Required Texts and Other Required Materials (Films)

1. *Midaq Alley* by Naguib Mahfouz. Anchor Press, 1992 (selections).
2. *The Brothers Karamazov* by Fyodor Dostoevsky. Translated by Richard Pevear and Larissa Volokhonsky. 12th edition. Farrar, Straus, and Giroux, 2002 (selections).
3. *The Travels of Ibn Battutah*, edited by Tim MacKintosh-Smith. Macmillan Collectors Library, 2003 (selections), **or**
4. *The Travels of Marco Polo*. Penguin Classics, 1958 (selections), **and**
5. A small reader with works by Pierre Bourdieu, Mircea Eliade, Clifford Geertz, Martin Buber, Aida Hurtado, Louis Bond (on Levinas), Edward Said, E. Renan, Rogers Smith, Benedict Anderson, Vincent Crapanzano, and Mark Howard Ross. These readings are available on e-reserves at Smathers Library and are free to access with your Gatorlink account.

Required Films – students must have access to the following films for home viewing and study (more information and links to each film are available on Canvas) (all of these films are available for streaming):

1. *Le Grand Voyage* (2004)
2. *Inescapable* (2012)
3. *London Has Fallen* (2016)
4. *Silence* (2016)
5. *Himalaya* (1999)
6. *Mongol: The Rise of Genghis Khan* (2007)
7. *The Man in the Iron Mask* (1998)
8. *Dangerous Liaisons* (1988)
9. *Dr. Zhivago* (1965)

Recommended films (not required) (more information and links to each film or television serial are available on Canvas) (all of these films or serials are available for streaming):

1. *The Black Tulip* (2010)
2. *Sand Storm* (2016)
3. *Once Upon A Time in Tibet* (2010)
4. *Crouching Tiger, Hidden Dragon* (2000)
5. *Pan's Labyrinth* (2006)
6. *Sofya* (2016) (TV serial)

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

- **QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of

open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

- QUEST 1 SLOS:
 - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
 - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
 - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
 - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

- HUMANITIES (H) DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
 - Humanities Student Learning Outcomes:
 - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
 - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

- INTERNATIONAL (N) DESCRIPTION: International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.
 - International Student Learning Outcomes:
 - Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
 - Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Student Learning Outcomes

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking, *Identity and Transformation: Fiction and Film*, students will be able to:

1. Identify, describe, and explain what “identity” is; distinguish forms of identity at the individual, community, or international levels; identify, describe, and explain examples in which individual or community identities transform in the context of local, regional, or world historical changes. **(Content SLOs for Gen Ed H & N & Q1)**
2. Consider the impact of individual and community identities on international dynamics. **(Analysis SLOs for Gen Ed H & N & Q1)**
3. Consider the impact of world historical shifts on the conceptualizations of individuals and communities of: themselves, their life choices, and themselves as *human* individuals and *human* communities. Consider, what does it mean to be *human* for communities as they undergo these shifts and interact with one another (at the local, regional, or international levels) in that context? **(Analysis SLOs for Gen Ed H & N & Q1)**
4. Analyze and evaluate classic works of art in fiction; works of art in popular film, foreign film, and a limited number of classic or art films; and works of art in classic travelogues using social theories and modes of thought appropriate to arts and humanities, particularly as relate to consideration of the human condition in which humans interact with one another across a range of lines of identity and positions of (individual, community, regional, or international) power. These include: cultural, national, generational, religious, gender, and other lines of identity. **(Critical Thinking SLOs for Gen Ed H & Q1, and Analysis SLOs for N)**
5. Apply the lines of identity and social theories mentioned in SLO 4 and actively relate them to the student’s own experience in written assignments and discussions **(Communication SLOs for Gen Ed H & Q1)**
6. Analyze and evaluate how wealth, poverty, and relative power present themselves in the works of art analyzed in this course, and consider the extent to which these conditions affect protagonist thinking on issues of identity, power sharing, and cross-cultural interaction at the community, regional, or international levels. **(Critical Thinking SLO for Gen Ed N & Q1)**
7. Consider the question of identity, cross-cultural interaction, and transformation in the context of an increasingly connected global space. **(Analysis SLOs for Gen Ed N & Q1)**
8. Develop and demonstrate concise, substantive, and effective verbal presentations regarding films, texts, and social theories addressed in the course. **(Communication SLO for Gen Ed H & Q1).**

Grade Distribution

Participation	10%
Abstracts	20%
Journal	20%
Review Analysis	20%
Harn Museum or UF-PAC Visit Essay	5%
Final Paper	25%

Assignments

Please note: All assignments will be submitted and graded on-line through canvas. If this causes you hardship, please contact me immediately so that we can arrange a suitable alternative.

Participation – means attending class and participating in discussions of readings and films actively and in an appropriate manner. Reading is critical to success in this class. Students will participate in study group work in class, give brief presentations as part of study groups, and participate in panel discussions. Round Table panel discussions will be held the last week of each section of class (weeks V, X, and XV). Each student will choose and/or be assigned to a panel discussion at the beginning of the semester. An effort will be made to give students their first or second choice of panel/week (first come, first serve). The number of panels per section of class will depend upon the number of students in class. Participation Grade is made up of: 33% Round Table discussions; 33% Attendance; and 33% overall class participation throughout the semester. **(SLOs 5 and 7)**

Abstracts (3) – explain the central take-home message of the book and films in question, taken together and as you see it, through three major pieces of evidence in 5 – 7 sentences (strict limit) using analytical distance (should be **1 page each**). Your own argument will revolve around explaining and justifying your answer analytically in terms of the evidence / examples offered in the text and films. Use Chicago Manual of Style formatting for footnotes and references; include page numbers. You are striving for a balance between being substantive and being concise. No generalized statements or flowery language in this type of writing. **(SLO 4; may also consider 6, 7, 1, 2, 3)**

Journal Entries (3) – this is your opportunity to engage with the course materials on a personal level (**2 pages each**). Discuss the readings and films through the lens of personal experience, issues in the news, and the like. This is your record of your personal engagement with the course materials. You can be a bit more evocative in this type of writing if you would like, although please avoid generalized statements. Only submit those materials that are appropriate for me to see. You may want to keep additional writing for yourself that you do not submit to me. I encourage you to hold onto these journals as part of your memory of your time at UF! **(SLO 5, 4; should also consider one to three of the following SLOs: 1, 2, 3, 6, 7)**

Review Analyses (3) – you will work on these at home and submit your answers via Canvas (**3 pages each**). Consulting with other students will be obvious and will result in a failing grade on the assignment. Do not use outside materials, as that will negatively impact your grade. Use Chicago Manual of Style for footnotes and references; include page numbers. You will receive a prompt for each review to help you structure the essay. You may draw upon your abstracts and journal entries in constructing this writing assignment. If you do so, make sure to distinguish explicitly in your writing, identifying when you are using analytical distance, on the one hand, and when you are using personal engagement, on the other hand. **(SLOs 4, 5; should also consider two to three of the following SLOs: 1, 2, 3, 6, 7)**

Harn Museum or UF Performing Arts Center (UF-PAC) Visit – students must attend **one (1)** exhibit or performance at either The Harn Museum of Art or the UF Performing Arts Center.

Write a 1.5 page essay on the exhibit or performance, linking it to an important issue or theory raised in our course. With your essay, please provide your (1) ticket stubs; (2) Exhibit Flier or Playbill; *and* (3) a Selfie (pic) at the exhibit or performance with your essay to prove attendance. Please attach *all three* of these items as PDF or JPEG files alongside your essay in Canvas. Make sure that your selfie very obviously places you at the scene of the exhibit or performance. I encourage you to go with a few friends or acquaintances from class to experience the exhibit/performance together, and to discuss it afterwards with an eye to our class materials. You may use these brainstorming discussions to inform your essay writing, but make sure not to write the essays together; it is very obvious when it happens and you will receive a zero on this assignment if you do so. This assignment allows you to *think creatively* about links between the creative work of the exhibit or performance, on the one hand, and the issues of identity and transformation under consideration in this class, on the other hand. Be sure to relate the exhibit/performance, briefly, to two texts and two films in class. Choosing a common theme that appears in all of these will be helpful to this end.

Admission for most Harn Museum exhibits is free, see: <http://www.harn.ufl.edu/visit/plan>. Any *international* exhibit or exhibit involving a new or recent immigrant is acceptable for this assignment.

At the UF Performing Arts Center, most performances cost money and require tickets in advance; for more information and the schedule of performances, see: <https://performingarts.ufl.edu/events/>. Any *international* performance or performance involving a new or recent immigrant is acceptable for this assignment. **(SLO 5)**

Final Paper – use and distinguish in writing between (a) analytical distance and (b) personal engagement in analyzing the films and texts. Use Chicago Manual of Style for footnotes and references; include page numbers. You may write this as a final analytical paper based on your own argument, or in response to an analytical prompt that I will provide. If the former, please consult with me regarding your approach by Week IV. I will provide more information in class on acceptable ways to approach and organize your paper. You may draw from some of your prior writing and analysis in this class in constructing this essay. Do not use outside materials. Address and cite from 5 films and 3 texts from class. **(6 pages) (SLO 4, 5; please incorporate major themes in the class as raised in the prompt, or in one-on-one discussions of your independent project, and consider *one to three* of the following SLOs: 1, 2, 3, 6, 7)**

UF AND COURSE POLICIES

CLASS DEMEANOR:

Tardiness: Please do not be tardy. If you are tardy, come in quietly and do not disturb discussion or films. More than 3 tardy days will impact your participation grade negatively.

Cell Phones: Students may have their cell phones out in class if they feel it is important for their safety; however, please do not read, use, or play with your cell phone during class.

Respect: All participants (students, faculty, and/or any guest speakers) in this class are asked and expected to be respectful to one another during discussions and other class exercises, remembering that your student body (just as the American polity) includes intelligent people of vastly ranging political, religious, social, and other opinions and subject positions. Discourse in this class is expected to cover a wide range of opinions and subject positions in a way that is civil at all times. We will practice how to do this in class. Sometimes it is hard work. Your cooperation in this effort will be greatly appreciated!

ADDITIONAL INFORMATION

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- Absences over 3 will count 0.5 points off of your final grade (on a 100 point scale) without an appropriate scholastic, medical, or other approved excuse.
- Make-up assignments will not be allowed without a scholastic, medical, or other approved excuse.
- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- Materials and supplies fees: none other than texts, films, and any costs you may choose to incur for your visit to the Harn Museum of Art or the UF Performing Arts Center (UF-PAC).
- Student evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
- The university's honesty policy regarding cheating, plagiarism, etc. If a student is found to be cheating on a written assignment, the student will receive a zero (0) for that assignment.
 - UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.' The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the faculty instructor for this class.
- Useful Contact Information:
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575
- University Police Department: 392-1111 or 9-1-1 for emergencies

Reading and Film Schedule

SECTION ONE: EAST/WEST ENCOUNTER – THE MIDDLE EAST

Week 1

- ✓ Introducing Course Materials, Assignments, and Course Participants (Students and Faculty)
- ✓ *Midaq Alley*, Chapters 1 through 4

Week 2

- ✓ Lecture and discussion, "Egypt through Images: Wealth, Poverty, Architecture, Streets, Social Conditions"; and "Creating Images of the Other in Edward Said"
- ✓ *Midaq Alley*, Chapters 5 through 9

- ✓ E-Reserves: Edward Said, “Imaginative Geography and Its Representations: Orientalizing the Oriental”
- ✓ Classroom viewing: *London Has Fallen*
- ✓ **Journal One on Canvas 11:59 p.m. Friday**

Week 3

- ✓ Lecture and discussion, “*Midaq Alley* and *London Has Fallen*: Time, Place, Cultural and Social Conditions”; and “Aida Hurtado on Identity”
- ✓ *Midaq Alley*, Chapters 10 through 14
- ✓ E-Reserves: Aida Hutado, “Language, Culture, and Community: Group Life in Creating and Maintaining Identities” in *Chicana/o Identity in a changing U.S. Society: Quien Soy? Quienes Somos?* Tuscon: University of Arizona Press, 2004.
- ✓ Complete *London Has Fallen*
- ✓ **Abstract One on Canvas 11:59 p.m. Friday**

Week 4

- ✓ Lecture and discussion, “Driving from Southern France to Mecca; Traditional versus Modern, Father and Son in *Le Grand Voyage*”; and “Sufism, Veiling, and Piety Movements in Egypt”
- ✓ *Midaq Alley*, Chapters 15 through 19
- ✓ E-reserves: Vincent Crapanzano, “Historical Origins: Sufism” in *The Hamadsha*. New York: Harcourt, Brace & World, 1959.
- ✓ Classroom viewing: *Le Grand Voyage*

Week 5

- ✓ Lecture, and wider discussion, “Power in Syria; Informal Economy in Cairo; and Micro- and Macro-levels of presentation in *Inescapable*”
- ✓ E-Reserves: Benedict Anderson, “Cultural Roots” in *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso, 2016.
- ✓ *Midaq Alley*, Chapters 20 through 22
- ✓ Classroom viewing: *Inescapable*
- ✓ **Thursday: Round Tables One and Two**
- ✓ **Review Analysis One on Canvas 11:59 p.m. Friday**

SECTION TWO: EAST/WEST ENCOUNTER – ASIA

Week 6

- ✓ Lecture and discussion, “Competing Historical Perspectives, East and West, the Frightening or Heroic/Religious/Iconic Figure of Genghis Khan”; and “Symbolic Power, Identity, and Representation”
- ✓ *The Travels of Marco Polo*, Prologue and Chapter 1, OR
- ✓ *The Travels of Ibn Battutah*, Foreword and Chapter 1, AND
- ✓ E-Reserves: Pierre Bourdieu, “Identity and Representation” in *Language and Symbolic Power*. Cambridge, UK: Polity Press, 1991.
- ✓ Classroom viewing: *Mongol: The Rise of Genghis Khan*

Week 7

- ✓ Lecture and discussion, “East / West Encounters”; “Renan on the Nation”; and “Marco Polo vs. Ibn Battutah Representations (Similarities and Differences)”
- ✓ *The Travels of Marco Polo*, Chapter 2, OR
- ✓ *The Travels of Ibn Battutah*, Chapter 6, AND
- ✓ E-Reserves: Renan, “Qu’est-ce qu’une nation?” / “What is a Nation?” Translated by Ethan Rundell. Paris: Presses-Pocket, 1992.
- ✓ **Journal Two on Canvas 11:59 p.m. Friday**

Week 8

- ✓ Lecture and discussion, “Identity and Difference, Otherness and Alterity, and Building Identity through Encounter with the Other”
- ✓ *The Travels of Marco Polo*, pp. 113-155, OR
- ✓ *The Travels of Ibn Battutah*, Chapters 7 and 8, AND
- ✓ E-Reserves: Louis Bond, “Identity, Alterity and Racial Difference in Levinas” in *Identities and Difference*. Rafael Winkler, Ed. Cham, Switzerland: Palgrave Macmillan, 2017.
- ✓ Classroom viewing: *Himalaya*
- ✓ **Abstract Two on Canvas 11:59 p.m. Friday**

Week 9

- ✓ Lecture and discussion, “Identity Through Connection: Marco Polo, Ibn Battutah, and Martin Buber”
- ✓ *The Travels of Marco Polo*, pp. 155-162, and Chapter 4, OR
- ✓ *The Travels of Ibn Battutah*, Chapter 9, AND
- ✓ E-Reserves: Martin Buber, “First Part” in *I and Thou*. New York: Touchstone, 1970.
- ✓ Classroom viewing: *Silence*

Week 10

- ✓ Lecture and discussion, “Geertz on Local Culture and Local Knowledge; and Marco Polo and Ibn Battutah as Ethnographers?”
- ✓ *The Travels of Marco Polo*, Chapter 7, OR
- ✓ *The Travels of Ibn Battutah*, Chapters 10 and 18, AND
- ✓ E-Reserves: Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight” in *Daedalus* 134:4 (2005): 56-86.
- ✓ **Thursday: Round Tables Three and Four**
- ✓ **Review Analysis Two on Canvas 11:59 p.m. Friday**

SECTION THREE: THE FALL OF EMPIRE IN EUROPE

Week 11

- ✓ Lecture and discussion, “Social Inequalities, Formative Experiences, and Identity”
- ✓ *The Brothers Karamazov*, From the Author, Book One, and Chapter 1 of Book Two
- ✓ E-Reserves: Mark Howard Ross, “Culture in Comparative Political Analysis” in *Comparative Politics: Rationality, Culture, Structure*. New York: Cambridge University Press, 2009.
- ✓ Classroom viewing: *The Man in the Iron Mask*

Week 12

- ✓ Lecture and discussion, “From Sacred (Authority) to Profane (Secular Neutrality): Modernization Theory”
- ✓ *The Brothers Karamazov*, Chapters 4 through 8 of Book Two
- ✓ E-Reserves: Macea Eliade, “Sacred Space and Making the World Sacred” in *The Sacred and the Profane*. Berkeley, CA: University of California Press, 1973.
- ✓ Classroom viewing: *Dangerous Liaisons*
- ✓ **Journal Three on Canvas 11:59 p.m. Friday**

Week 13

- ✓ Lecture and discussion, “The Ivory Tower and Exile From It”
- ✓ *The Brothers Karamazov*, Book Seven
- ✓ E-Reserves: Rogers Smith, “Identities, Interests, and the Future of Political Science” in *Perspectives on Politics* 2:2 (2004): 301-312.
- ✓ Classroom viewing: *Doctor Zhivago*
- ✓ **Abstract Three on Canvas 11:59 p.m. Friday**

Week 14

- ✓ Lecture and discussion, “Perceptions of Justice, Morality, and Honor in the *Ancien* and Modern *Regimes*”
- ✓ *The Brothers Karamazov*, Chapters 4 through 7 of Book Eight
- ✓ Classroom viewing: *Doctor Zhivago*

Week 15

- ✓ Lecture and discussion, “The Disorientation of Secular Modernism”
- ✓ *The Brothers Karamazov*, Chapters 6, 7, 8, and 9 of Book Nine, and Epilogue
- ✓ Classroom viewing: *Doctor Zhivago*
- ✓ **Thursday: Round Tables Five and Six**
- ✓ **Review Analysis Two on Canvas 11:59 p.m. Friday**

Week 16

Conclusions

Grading Rubrics

1. Abstract

- a. 33% - Uses concise language and active voice, correct grammar, and well-chosen words (avoid informal language and contractions). See <http://www.Thesaurus.com> for word choice; avoid repeated words to the extent possible. Complete sentences without run-on sentences. Staying within space limits: no fewer than 5 sentences and no greater than 7 sentences per paragraph. No more than three semi-colons in a sentence unless being used to make a list requiring semi-colons.
- b. 33% - Maintains analytical distance and keeping the author’s argument in the text foremost in your written analysis. Stay away from flowery language or general statements. Keep author arguments primary; address and analyze film(s) in terms of

texts. Author arguments in the context of fiction or travelogue refers to the overall take-home message, or important sub-messages of which the author is trying to convince the reader. As per the assignment, specific examples from the text must be highlighted to explain how the author constructs his or her argument. Author arguments in the context of journal articles or chapters from reader (e-reserves) means the central take-home message of that scholar makes, together with major examples he or she uses in effort to convince the reader that his or her argument is the most compelling argument for that topic.

- c. 17% - The author argument and examples, and film overall message and sub-themes or examples, are correct in terms of content.
- d. 17% - Following Chicago Manual of Style for footnotes and references. Following other formatting requirements (number of pages, 11- to 12-point font, etc.).

2. Journal

- a. 33% - Direct, formal language, correct grammar, and well-chosen words (avoid informal language and contractions). See <http://www.Thesaurus.com> for word choice; avoid repeated words to the extent possible. Complete sentences without run-on sentences. Staying within space limits: no fewer than 5 sentences and no greater than 7 sentences per paragraph. No more than three semi-colons in a sentence unless being used to make a list requiring semi-colons.
- b. 33% - Engages with the work primarily through personal engagement, although when referring to texts, presentation of arguments and conclusions should be analytically correct. Personal engagement can include relating the text and film to personal experience, something in the news, or something historically that was once in the news. Texts should come first; films should be discussed in terms of the texts. Poetic language is welcomed, although flowery language and general statements not grounded in texts or films are not.
- c. 17% - The author argument and examples, and film overall message and sub-themes or examples, are correct in terms of content.
- d. 17% - Following Chicago Manual of Style for footnotes and references. Following other formatting requirements (number of pages, 11- to 12-point font, etc.).

3. Review Analyses, Final Paper, and Harn/UF-PAC Visit

- a. 33% - Concise language using active voice, correct grammar, and well-chosen words (avoid informal language and contractions). See <http://www.Thesaurus.com> for word choice; avoid repeated words to the extent possible. Complete sentences without run-on sentences. Staying within space limits: no fewer than 5 sentences and no greater than 7 sentences per paragraph. No more than three semi-colons in a sentence unless being used to make a list requiring semi-colons.
- b. 33% - Engages in both analytical distance and personal engagement. Distinguishes analytical distance from personal engagement with direct statements to the effect that you are engaging in one or the other form of analysis. Texts are primary; films are discussed and analyzed in terms of the texts. Includes works of social theory (two to three for review analysis; four for final paper). Analytical distance is primary in the assignment. When writing in mode of personal engagement, poetic language is welcomed, although flowery language and general statements not grounded in texts or films are not.

- c. 17% - The author argument and examples, and film overall message and sub-themes or examples, are correct in terms of content.
- d. 17% - Following Chicago Manual of Style for footnotes and references. Following other formatting requirements (number of pages, number of sentences per paragraph, 11- to 12-point font, etc.).

4. Participation

- a. 33% Round Table panels. Verbal preparation of arguments or take-home messages in the assigned readings; relating films to themes or arguments in the texts; offering page numbers for examples in texts. Attention to detail and examples. Offering minute in film reel as a citation for quotations or important moments in the film will give extra points (points will not be taken off if a student does not do this). Staying within time limit for each question. Time limits will be given for each question in the Assignments tab in Canvas depending upon how many students are assigned to each Round Table panel.
- b. 33% Attendance. A class roll will be distributed daily requesting the student’s name and signature affirming attendance. This roll will be recorded on Canvas.
- c. 33% Classroom participation across the semester. Arriving daily with readings prepared. Able to talk about the readings in substantive way with reference to page numbers. Arriving daily with films prepared; reviewing films at home and able to discuss detailed examples. Ability to relate films to texts in verbal discussion.

Grading Scale for this Course

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	Below 60%

Important Advisory Note:

- ✓ Some of the films in this class are R rated.
- ✓ A number of the films include graphic physical violence (arms being dismembered, heads being removed with swords, gunfire, or explosions, etc.).
- ✓ Some films include gross emotional manipulation.
- ✓ *Dr. Zhivago* and *Dangerous Liaisons* include non-graphic, suggestive rape scenes. These scenes will be skipped during class viewing.
- ✓ Some films include magical or paranormal elements.
- ✓ Some films include elements of romantic love.
- ✓ If one of the films creates a serious issue for you in terms of viewing it with your classmates in the classroom, please contact me as soon as possible (in advance) so that we can make other arrangements for you.