THE CENTER FOR GLOBAL INITIATIVES AND WORLD VIEW
University of North Carolina at Chapel Hill
Community College Faculty Curriculum Development Awards
Proposal Cover Sheet

Applicant

Name: Crystal Edmonds
Community College: Robeson Community College
Department: English and Humanities
Phone: 910-272-3362
Email: cedmonds@robeson.edu

To which course will this project add global or regional content, context, or connections?
ENG 112

How many students enroll in this course per academic year? 60
ENG 112 Argument-Based Research
Course Description: This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research methods and style. Students should also be able to produce and deliver well-designed oral presentations as an individual and as part of a group. This course has been approved to satisfy the comprehensive Articulation Agreement general education core requirement in English composition.

Description of the Module:
The idea of Muslim women being oppressed and being forced to hide behind the veil will be explored within this module. The veil and the idea of unveiling will be examined as a symbol representing women’s perception of themselves as women (beautiful—emotionally and physically). Students will be introduced to the writings of Muslim women who proclaim the veil as a sign of beauty, self-respect, and self-awareness. This module will trace the history of unveiling and its resurgence as well as lead students to make conclusions about the future cultural expressions of self.

Module Objectives:
By the end of the module, students
- will have been introduced to the various Muslim headscarfs (hijab, niqab, burka, shayla, etc.) and the reasons for wearing each,
- will address their own assumptions of the Muslim women clothing from a Western stance
- will distinguish amongst the different ideas associated with the veil,
- will explore the idea of clothing serving as a symbol,
- will trace the reasons for some Muslim women’s recent unveiling,
- will develop a global perspective of beauty and how women exude such in a different culture.

Methodology:
Readings will expose students to the past and present perceptions of the hijab by Muslim and Muslim American women. Reading selections will be articles as well as books (historical and memoirs) to provide a rounded perspective. These articles and books will serve as prompts for discussions. An example of an activity related to the reading is noted below.

KWL Activity: On a sheet of paper, list what you Knew about the veiling prior to reading the article, What questions you still have after reading the article, and what you Learned after reading the article. You will notice that you are unable to access the discussion forum until you have first completed the KWL activity.

- Some readings will be linked to videos to provide students a visual along with a text.
- Summaries will be used to assess students understanding of the readings.
- The readings will serve as the springboard for short and longer writing assignments (reaction pieces as well as an analytical essay)

Group discussions will allow students to explore their assumptions of the hijab and examine the reappearance of the veil as an expression of self-respect and beauty. Group dialogues will also link history to one’s need for global awareness. Two examples of a group activity is noted below.

Think and Share: At this point, you have read of Leila Ahmed’s perception of veiling as well as view videos which present Muslim women’s stance on veiling. Now, examine the photograph Converging Territories #30. What does the photograph say to you? Why do you think the women are veiled as such? What do you think
the artist is trying to convey to your, her audience? Be sure to explain your responses. Express your opinion in 300-500 words.

Discussion Forum Question: After watching the film, (Un)veiled: Muslim Women Talk about the Hijab, discuss how the women speak of the “split personality” being experienced in Dubai. Examine how it may be difficult for women to remain independent when the city is trying attract tourists. Are Muslim women being asked to make sacrifices.

Evaluation:
Test questions will assess students’ comprehension of the reading material while essay tests will focus on comparative aspects of women’s ideas of self in Middle Eastern and Western culture. Students will also compose an essay which will analyze ideas such as cultural symbols, women’s rights, feminism, or Muslim influence on Western culture.

Resources:
Ahmed, Leila. *A Quiet Revolution: The Veil’s Resurgence, from the Middle East to America*. New Haven:

Ahmed, Leila. "Veil of Ignorance: Have We Gotten the Headscarf All Wrong?" *Foreign Policy* May/June 2011:


