

GEORGE MASON UNIVERSITY  
College of Education and Human Development  
Division of Elementary, Literacy, Multicultural & Secondary Education  
3 Undergraduate Credits

EDUC 400: Understanding Cultural Diversity in Schools

Note: This section of the course is focused on working with students and families from  
“Middle Eastern” cultural backgrounds.

Course Number: GMU EDUC 400 Section (TBD)	Instructor: Johnnie C. Hicks
PWCS Course #ESL 741-1	Phone: (703) 455-5536
Dates and Time: Thursdays, Jan. 10 - Apr. 25, 2013	Cell: (703) 328-8368
4:30 – 7:30 p.m. (No class Mar. 28)	E-mail:
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Course Description: This course focuses on increasing educators’ understanding of the cultural and family backgrounds of children and youth attending K-12 schools in the United States. Includes implications for effectively working with diverse families and children/youth.

Course Purpose and Intended Audience

This course is designed to provide important background information for educators wishing to expand their knowledge and skills in working with students and their families coming to PWCS from across regions of “The Middle East.” The course will focus on the cultural, religious, historical, and educational backgrounds of students, as well as on working collaboratively with parents/guardians in supporting academic achievement and helping resolve issues related to social and cultural transitioning. Additionally, the course recognizes the critical need for incorporating accurate knowledge about “The Middle East” in educating all students about this important region of our modern world.

Further Information

The original term “Middle East” has historically been defined as the geographic region extending from the western borders of Egypt to the eastern borders of Iran. Current studies, however, require that we take into consideration a broader region of “The *Greater* Middle East” to include all Arab countries as well as Israel, Turkey, Iran, Afghanistan, Pakistan and the semi-autonomous regions of Palestine and Kurdistan.

People living within this region consider the term “Middle East” to be a parochial term given by outsiders and one which suggests something of a uniformity of history, culture, and identity. This perception, however, seriously diminishes the reality of an area possessing wide ranges of ethnic, religious, cultural, political, and historical diversity – qualities that make it one of the most fascinating though complex regions of our world.

This course recognizes the “Middle East” as the birthplace of the world’s major Western religions as well as of its earliest civilizations. At the same time, it deepens an essential awareness and better understanding of the dramatic changes and transformations currently going on there. We will follow on-going developments of the “Arab Spring” and other important events as they relate to the kinship of families in our schools. Participants will become engaged in closer analyses of people, places, politics, and religions as we seek to unravel some of the mysteries entwined with fact and fiction ... all of which help to make this study so essential and intriguing!

This introductory course will include important information about the cultures, religions, histories, and educational experiences of the geographic region known as “The *Greater* Middle East.” It is designed to provide insight into the diversity of perceptions and experiences of people in the region as well as of recent immigrant populations to our local communities. Course participants are encouraged to utilize information gathered during this course to create “*mirrors*” in their classrooms which reflect the cultures of these newer students while opening up “*windows*” for all students, encouraging them to become more knowledgeable about “The Middle East” and its relevance in today’s changing world.

While rooted in ancient histories and religious origins, the “Middle East” remains one of the most complex and least understood regions of our world. Much of the mystery can be attributed to the discontinuity of stable borders, as well as to the wide ranges of religious and political influences that continually affect the lives of people there. Time will be given to clarifying some of the important issues including conflicts among the Israelis and Palestinians; the Sunni and Shi’a Muslim communities; the winding down wars in Iraq and Afghanistan; the Syrian conflict; and the on-going transformations of the “Arab Spring.”

Topics to be covered in this course include: an overview of the region’s major ethnic groups including Arabs, Jews, Turks, Kurds, Persians, Afghans, and Pakistanis; origins and beliefs of the major Western religions there; political institutions including official state and non-state organizations; traditional cultural beliefs, values, and traditions; family systems and child-rearing practices; verbal and non-verbal communication styles; and educational experiences of students from different areas of the region.

### Course Objectives

1. To expand a greater awareness and appreciation for the commonalities as well as wide ranges of diversity among peoples that impact educational experiences of students in PWCS.
2. To expand teachers’ understanding of students in our schools through acquiring a general knowledge base of information about selected ethnic groups to include their geographies; cultural and historical backgrounds; important religious beliefs and traditions; styles of communication and child-rearing practices; and multiple perceptions of themselves and others during current on-going events;

3. To engage in a process of active on-going learning about students from diverse backgrounds through participation in individual activities; group discussions; student interviews; analyses of news media; sharing of books and films; and writing personal journals;
4. To develop and demonstrate skills which reflect multiple perspectives and professional behaviors in cross-cultural communication; teaching and assessing students; and working with families.
5. To utilize opportunities for professionals in PWCS to dialogue and share perceptions and ideas with one another in a safe, appropriate, and open learning environment.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## Course Format

In-class sessions will consist of lectures, handouts, films, and other modes of presenting course topics; interactive group assignments; discussions of assigned books and films; group sharing of relevant news items, journal responses, and personal interviews; and completion of an individual class project *or* final exam. Class attendance and participation are essential components of this course and are important criteria for assessing the final grade.

Participants will be expected to commit to out-of-class hours for study and research as appropriate for university level courses. This includes reading all handouts and assigned materials; viewing selected films; scanning news media for items and events related to class topics; writing journal responses based upon books and films from recommended lists; and creating a retrievable notebook (or file) of course materials. A self-assessment mid-term and a relevant class project *or* a final take home examination is required of all students.

## Course Requirements and Criteria for Grading

1. Attend class sessions and participate in activities and discussions; bring news items and personal reflections to class; read assigned books, handouts, and other materials; and view selected films between class sessions (25% of grade);
2. Write a minimum of four journal responses related to two books and two films from the “Recommended Reading List” and “Recommended Movies List” attached to this syllabus. Each response should be about 2-3 pages in length (double-spaced) and will be handed in on Sessions 4, 6, 8, and 10 (25% of grade);
3. Complete a midterm self-assessment questionnaire and choose *one* of the following:
  - a. A project sharing idea to be presented to the class during one of the last two class sessions. Criteria for this project will be discussed during the early class sessions, with assessment criteria provided on Session 12 ...

*or*

  - b. Complete a take-home final written exam consisting of two essay questions selected from a provided list. Questions will be handed out on Session 12 and are drawn from the content of this course material. Participants will be asked to reflect on the relevance and implications for understanding students from Middle Eastern cultural backgrounds and their implications in schools today (25% of grade); and
4. Compile a resource notebook or other system of retrieval for handouts, notes, news items, and other materials gathered during this course. For full credit, notebook

should be organized and “user-friendly” for the professional work setting and will be handed in for checking on Sessions 13 and 14 (25% of grade).

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## Schedule of Classes

- Session #1 Welcome to the study of students from diverse backgrounds: A Personal and Collective Cultural Journey – Inward, Outward, and Upward
- Course design, content, objectives, and criteria for grading
  - Overview and structure for class sessions
  - Personal introductions
  - Why learn about the cultural backgrounds of students?
    - “Two sides of the coin”
    - “Windows and Mirrors” in the classrooms and offices
  - Implications for educators
- Session #2 Understanding students’ family/cultural histories: People, Places, Politics, and Perceptions in “The Greater Middle East”
- Class sharing and warm-up
  - Uniformity and diversity across the region
    - Identities of People in “The Greater Middle East”
    - Importance of Place and “sacred geographies”
    - Players of Politics and Power: state and non-state
    - “Perceptions Are Everything!”
  - Implications for educators
- Session #3 Understanding students’ religious heritages (introduction)
- Class sharing and warm-up
  - Vital influences of religion on life in “The Greater Middle East”
    - Zoroastrianism: monotheism in the ancient Persian Empire
    - Children of Abraham: “Understanding Jews, Christians, and Muslims”
    - The Baha’i Faith: youngest of the Western religions
  - Importance of religion in “Middle Eastern” identities and cultures
  - Implications for educators
- Session #4 Understanding students’ religious heritages: Focus on Islam
- Class sharing and warm-up
  - Understanding Islam
    - Who is Muhammad (PBUH)?
    - Basic concepts and beliefs among Muslims
    - Branches of Islamic traditions
  - Working with Muslim students and families in schools
  - Implications for educators

- Book/Film Journal #1 Due

Session #5 Working with Turkish students and families in our schools

Class sharing warm-up

- End of the Ottoman Empire and Creation of the Modern “Middle East”
- From Ottoman Turkish rule to modern Arab states
  - Turkish cultural groups throughout the “Middle East”
  - Diversity in cultures, languages, and traditions
- Creation of the modern Republic of Turkey
- Implications for educators

Session #6 Working with Arab students and families in our schools

- Class sharing and warm-up
- Understanding Arabs and “The Arab World”
  - Understanding Arabs
    - Arab identity and language
    - Cultural values and traditions
    - Families and child-rearing practices
  - What is “The Arab World?”
    - Geography and diversity among Arabs
    - The “Arab Spring”: a region in transition
- Impact of September 11 on Arab families in the United States
- Implications for educators
- Book/Film Journal #2 Due

Session #7 Working with Iraqi students and families in our schools

- Class sharing and warm-up
- Understanding “Iraq - Country with Deep Roots”
  - Early histories and biblical beginnings
  - Modern Iraq: A country and culture in transition
    - Iraqi identities: Arabs ... Kurds ... Sunnis ... Shi’as
    - The Iraq War ... and its aftermath
- Implications for educators
- Mid-term Self-assessment Handed Out

Session #8 Working with Kurdish students and families in our schools

- Class sharing and warm-up
- Understanding Kurds and Kurdistan: History, Homeland, and Hopes

- Who are the Kurds?
  - Largest nation of people without a country
  - Cultural values and traditions ... hopes for a Kurdish homeland
- Implications for educators
- Book/Film Journal #3 Due

Session #9 Working with Palestinian and Israeli families in our schools

- Class sharing and warm-up
- Understanding Palestinians and Israelis: Perceptions and Conflicts
  - Who are the Palestinians?
    - Biblical roots in Canaan
    - Palestinian Jews, Christians, Muslims, and others
    - Impact of “*al-Nakba*”
  - Who are the Israelis?
    - The Jewish dream of “*Zionism*”
    - Modern Israel: The allusive peace – why so hard?
- Implications for educators
- Mid-term Self-assessment Due

Session #10 Working with Iranian students and families in our schools

- Class sharing and warm-up
- Understanding Persians: From Ancient Empire to Modern Iran
  - Roots in a glorious empire ... centuries of Persian identity
    - Zoroastrian seeds in a moral and ethical code
    - Persian cultures, religions, and traditions
- Implications for educators
- Book/Film Journal #4 Due

Session #11 Working with Afghan students and families in our schools

- Class sharing and warm-up
- Understanding Afghanistan and Afghan Cultures
  - Afghanistan: “Place of the Afghans”
    - Country of tribes, ethnic groups, and competing loyalties
    - Afghan traditional cultures, tribal codes, and self-perceptions
    - The long thirty-three year Afghan war ... still counting
- Implications for educators



Session #12 Working with Pakistani students and families in our schools

- Class sharing and warm-up
- Understanding Pakistan: Conflicting Ideations of Religion and Politics
  - Pakistan: a carved out country with competing ideologies
    - The geography of India partitioning
    - FATA – the borderless regions of Pakistan
    - Cultural values, traditions, and competing ideologies: an Islamic republic, or a people’s democracy?
  - Implications for educators
  - Criteria for Class-sharing Project (or) Take-home Exam Questions Handed Out

Session #13 Special Topics and Group Discussions

- Class sharing and warm-up
- Special topics and sharing of course: “Implications for educators”
- Small group activity: guided reflections on course content
- Resource Notebook Due (this week or next)

Session #14 Class-sharing Projects and Special Topics

- Class sharing and warm-up
- Begin class-sharing project presentations
- Continue discussions on special topics
- Small group activity: guided reflections
- Resource Notebook Due

Session #15 Continue Class-Sharing Projects; Course Evaluations; Class Closure

- Continue class-sharing projects
- Final Exam Essay Questions Due
- Class-sharing Projects Due
- GMU Course Evaluations
- Class Closure

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## Recommended Reading List

### Understanding Cultural Diversity in Schools: “Middle Eastern Cultures”

1. **Ahmed, Akbar (2010):** Journey into America – The Challenge of Islam. Brooking Institution Press; Wash., D.C. Also (2007): Journey into Islam – The Crisis of Globalization.
2. **Ajami, Fouad (1999):** The Dream Palace of the Arabs – A Generation’s Odyssey. Vintage Books; NY. Also (2006): The Foreigner’s Gift – The Americans, the Arabs, and the Iraqis in Iraq. Free Press; NY.
3. **Armstrong, Karen (1997):** Jerusalem – One City, Three Faiths. Ballantine Books; NY. Also (1992): Muhammad – A Biography of the Prophet. Harper Collins Publishers; San Francisco, CA. Also (2000): Islam – A Short History.
4. **Aslan, Reza (1996):** No god but God – The Origins, Evolution, and Future of Islam. Random House: NY. Also (2009): How to Win a Cosmic War – God, Globalization, and the End of the War on Terror.
5. **Axworthy, Michael (2010):** A History of Iran – Empire of the Mind. Perseus Books; NY.
6. **Bahrampour, Tara (1999):** To See and See Again. University of California Press; Berkeley.
7. **Bailey, Betty Jane & Bailey, J. Martin (2003):** Who Are the Christians in the Middle East? William B. Eerdmans Publishing Co.; Grand Rapids, MI.
8. **Beinart, Peter (2012):** The Crisis of Zionism. Henry Holt & Co.; NY.
9. **Bhutto, Benezir (2008):** Reconciliation: Islam, Democracy, and the West. Harper Collins; NY.
10. **Bowden, Mark (2006):** Guests of the Ayatollah – The First Battle in America’s War with Military Islam. Atlantic Monthly Press: NY.
11. **Cahill, Thomas (1998):** The Gift of the Jews – How a Tribe of Desert Nomads Changed the Way Everyone Thinks and Feels. Doubleday; NY.
12. **Carter, Jimmy (2006):** Palestine Peace Not Apartheid. Simon & Schuster; NY.

13. **Chandrasekaran, Rajiv (2007):** Imperial Life in the Emerald City - Inside Iraq's Green Zone. Alfred A. Knopf; NY. Also (2012): Little America – The War within the War in Afghanistan.
14. **Chayes, Sarah (2006):** The Punishment of Virtue – Inside Afghanistan After the Taliban. The Penguin Press; NY.
15. **Cohen, Stephen Philip (2004):** The Idea of Pakistan. Brookings Institution Press; Wash., D.C.
16. **Cole, Juan (2009):** Engaging the Muslim World. Palgrave-Macmillan; NY.
17. **Coll, Steve (2008):** The Bin Ladens – An Arabian Family in the American Century. The Penguin Press; NY. Also (1994): Ghost Wars – The Secret History of the CIA, Afghanistan, and Bin Laden from the Soviet Invasion to September 10, 2001. Penguin Books; NY.
18. **Crist, David (2012):** The Twilight War – The Secret History of America's Thirty-Year Conflict with Iran. Penguin Press; NY.
19. **de Bellaigue, Christopher (2012):** Patriot of Persia – Muhammad Mossadegh and a Tragic Anglo-American Coup. Harper Collins; NY.
20. **Diamant, Anita (1992):** The Red Tent. Picador USA; NY.
21. **Dumas, Firoozeh (2003):** Funny in Farsi – A Memoir of Growing Up Iranian American. Random House; NY. Also (2008): Laughing Without an Accent. Random House; NY.
22. **Ellis, Deborah (2009):** The Breadwinner Trilogy. Groundwood Books; Berkeley, CA.
23. **Farmaian, Sattareh Farman (1992):** Daughter of Persia – A Woman's Journey from Her Father's Harem Through the Islamic Revolution. Crown Publishers; NY.
24. **Feiler, Bruce (2002):** Abraham – A Journey to the Heart of Three Faiths. William Morrow – Harper Collins; NY. Also (2005): Where God Was Born – A Daring Adventure Through the Bible's Greatest Stories. Harper Collins; NY.
25. **Fernea, Elizabeth W. (1965):** Guests of the Sheik. Anchor Books – Doubleday; NY.
26. **Findley, Carter V. (2005):** The Turks in World History. Oxford University Press; UK.
27. **Fromkin, David (2001 – 7<sup>th</sup> edition):** A Peace to End All Peace – The Fall of the Ottoman Empire and the Creation of the Modern Middle East. Henry Holt & Co.; NY.
28. **Galbraith, Peter (2006):** The End of Iraq. Simon and Schuster; NY.

29. **Grad, Marcela (2009):** Massoud – An Intimate Portrait of the Legendary Afghan Leader. Webster University Press; St. Louis, MO.
30. **Green, Joey (2005):** Jesus and Muhammad – The Parallel Sayings. Seastone; Berkeley, CA.
31. **Guppy, Shusha (1988):** The Blindfold Horse – Memories of a Persian Childhood. Beacon Press; Boston, MA.
32. **Hiro, Dilip (2005):** The Iranian Labyrinth – Journeys Through Theocratic Iran and Its Furies. Nation Books – Avalon Publishing Group; NY.
33. **Hosseini, Khaled (2003):** The Kite Runner. Riverhead Books; NY. Also (2007): A Thousand Splendid Suns. Riverhead Books; NY.
34. **Howell, Georgina (2006):** Gertrude Bell – Queen of the Desert, Shaper of Nations. Farrar, Straus and Giroux; NY.
35. **Iskandar, Marwan (2006):** Rafiq Hariri and the Fate of Lebanon. SAQI Books; Berkeley, CA.
36. **Jones, Ann (2006):** Kabul in Winter – Life Without Peace in Afghanistan. Metropolitan Books – Henry Holt & Co.; NY.
37. **Karabell, Zachary (2007):** Peace Be Upon You – The Story of Muslim, Christian, and Jewish Coexistence. Alfred A. Knopf; NY.
38. **Kennedy, Hugh (2004):** When Baghdad Ruled the World. Perseus Books; Cambridge, MA.
39. **Khalidi, Rashid (2009):** Sowing Crisis – The Cold War and American Dominance in the Middle East. Beacon Press; Boston. Also (2007): The Iron Cage – The Story of the Palestinian Struggle for Statehood.
40. **Kinzer, Stephen (2003):** All the Shah’s Men – An American Coup and the Roots of Middle East Terror. John Wiley & Sons; NY. Also (2010): Reset – Iran, Turkey, and America’s Future. Times Books; NY. Also (2008): Crescent Star – Turkey Between Two Worlds. Farrar, Straus, and Giroux; NY.
41. **Klaits, Alex and Gulmamadova-Klaits (2005):** Love and War in Afghanistan. Seven Stories Press; NY.
42. **Korda, Michael (2010):** Hero – The Life and Legend of Lawrence of Arabia. Harper Collins; NY.
43. **Lamb, David (2002):** The Arabs – Journeys Beyond the Mirage. Vintage Books; NY

44. **Lawrence, Quil (2008):** Invisible Nation – How the Kurds’ Quest for Statehood Is Shaping Iraq and the Middle East. Walker and Co.; NY.
45. **Leverett, Flynt (2005):** Inheriting Syria – Bashar’s Trial by Fire. Brookings Institute Press; Wash. D.C.
46. **Lewis, Bernard (2010):** Faith and Power – Religion and Politics in the Middle East. Oxford University Press. Also (1998): Multiple Identities of the Middle East. Random House; NY.
47. **Mackey, Sandra (1998):** The Iranians – Persia, Islam, and the Soul of a Nation. Penguin Group – Plume; NY. Also (2002): The Saudis – Inside the Desert Kingdom. W.W. Norton & Co.; NY.
48. **Mahfouz, Naguib (1975):** Midaq Alley. Anchor Books – Doubleday; NY. (Other fictional books by this Egyptian author as well.)
49. **Mango, Andrew (2004):** The Turks Today. The Overlook Press; NY.
50. **McCauley, Martin (2002):** Afghanistan and Central Asia – A Modern History. Pearson Education Limited; London, UK.
51. **Michener, James A. (1978):** Caravans. Fawcett Crest; NY.
52. **Milani, Abbas (2011):** The Shah. Palgrave Macmillan; NY.
53. **Molavi, Afshin (2002):** Persian Pilgrimages – Journeys Across Iran. W.W. Norton & Co.; NY.
54. **Nafisi, Azar (2004):** Reading Lolita in Tehran. Random House; NY.
55. **Nasr, Vali (2007):** The Shi’a Revival – How Conflicts within Islam Will Shape the Future. W.W. Norton & Company; NY. Also (2009): Forces of Fortune ... The Rise of the New Muslim Middle Class and What It Will Mean for Our World.
56. **Nomani, Asma Q. (2006):** Alone – An American Woman’s Struggle for the Soul of Islam. Harper; San Francisco.
57. **Nydell, Margaret K. (2006):** Understanding Arabs – A Guide for Westerners. Intercultural Press; Yarmouth, ME.
58. **Packer, George (2005):** The Assassin’s Gate – America in Iraq. Tarrar, Straus, and Giroux; NY.
59. **Pahlavi, Farah (2004):** An Enduring Love – My Life with the Shah. Miramax Books; NY.

60. **Parsi, Trita (2007):** Treacherous Alliance – The Secret Dealings of Israel, Iran, and the United States. Yale University; New Haven, CT. Also (2012): A Single Roll of the Dice – Obama’s Diplomacy in Iran. Yale University Press; New Haven.
61. **Peters, F.E. (1982):** Children of Abraham – Judaism, Christianity, Islam. Princeton University Press; Princeton, NJ.
62. **Phipps, William E. (1996):** Muhammad and Jesus – A Comparison of the Prophets and Their Teachings. Continuum; NY.
63. **Prunhuber, Carol (2009):** The Passion and Death of Rahman the Kurd – Dreaming Kurdistan. Universe, Inc.; NY.
64. **Queen Noor (2003):** Leap of Faith – Memoirs of an Unexpected Life. Miramax Books; NY.
65. **Ramazani, Nesta (2002):** The Dance of the Rose and the Nightengale. Syracuse University Press; New Haven, CT.
66. **Rashid, Ahmed (2008):** Descent into Chaos – The United States and the Failure of Nation Building in Pakistan, Afghanistan, and Central Asia. Viking; NY. Also (2012): Pakistan on the Brink – The Future of America, Pakistan, and Afghanistan. Viking; NY. Also (2002): Jihad – the Rise of Militant Islam in Central Asia. Yale University Press; New Haven, CT. Also (2000): Taliban – Militant Islam, Oil, and Fundamentalism in Central Asia. Yale University Press; New Haven, CT.
67. **Ricks, Thomas E. (2006):** Fiasco – The American Military Adventure in Iraq. The Penguin Press; NY. Also (2009): The Gamble – General David Petraeus and the American Military Adventure in Iraq, 2006-2008. The Penguin Press; NY.
68. **Sasson, Jean P. (1992):** Princess – A True Story of Life Behind the Veil in Saudi Arabia. Avon Books; NY. (Also (2001): Princess Sultana’s Daughters. Windsor-Brooke Books Printing; Van Nuys, CA.
69. **Satrapi, Marjane (2004):** Persepolis – The Story of a Childhood (Vol. 1) and The Story of a Return (Vol. 2). Pantheon; NY. (Graphic non-fiction)
70. **Sciolino, Elaine (2000):** Persian Mirrors – the Elusive Face of Iran. Simon & Schuster – Touchtone; NY.
71. **Sedat, Jehan (2009):** My Hope for Peace. Free Press – Simon and Schuster, Inc.; NY.
72. **Seierstad, Anne (2002):** The Bookseller of Kabul. Little, Brown Publishers; UK.
73. **Shadid, Anthony (2012):** House of Stone. Houghton Mifflin; NY. Also (2005): Night Draws Near – Iraq’s People in the Shadow of America’s War. Henry Holt & Co.; NY.

Also (2001): Legacy of the Prophet – Despots, Democrats, and the New Politics of Islam. Perseus Books; Boulder, CO.

74. **Shawcross, William (1988):** The Shah's Last Ride. Simon & Schuster – Touchstone; NY.
75. **Shipler, David K. (2002):** Arab and Jew – Wounded Spirits in a Promised Land. Penguin Books; NY.
76. **Stewart, Rory (2006):** The Places in Between. (Afghanistan) Harcourt, Inc.; NY.
77. **Takeyh, Ray (2009):** Guardians of the Revolution – Iran and the World in the Age of the Ayatollahs. Oxford University Press; NY.
78. **Wallach, John & Janet (1989):** Still Small Voices – The Untold Human Stories Behind the Violence in the West Bank and Gaza. Harcourt Brace Jovanovich; NY.
79. **Weaver, Mary Anne (2002):** Pakistan – In the Shadow of Jihad and Afghanistan. Farrar, Straus & Giroux; NY.
80. **Wright, Lawrence (2006):** The Looming Tower – Al-Qaeda and the Road to 9/11. Vintage Books – Random House; NY.
81. **Wright, Robin (2008):** Dreams and Shadows – The Future of the Middle East. Penguin Press; NY. Also (2011): Rock the Casbah – Rage and Rebellion Across the Islamic World. Simon and Schuster; NY.

**Notes:**

*Compiled by Johnnie Hicks - 08/14/12*

## Recommended Movies List

### Films

Caramel – (Modern Lebanon)  
rule)

Osama – (Afghanistan during Taliban

Charlie Wilson’s War – (Afghanistan)

Paradise Now – (Palestinians)

Children of Heaven – (Children in Iran)

Persepolis – (Contemporary Iran)

Color of Paradise – (Iran)

A Separation – (Iran)

House of Sand and Fog – (Iranians in U.S.)

The Song of Sparrows – (Iran)

Journey of Hope – (Kurdish refugee family)  
Heights)

The Syrian Bride – (Druze in Golan

Kandahar – (Afghanistan during Taliban rule)

Turtles Can Fly – (Kurdish children in  
Iraq)

The Kite Runner – (Afghanistan)

Waltz with Bashir – (1982 Lebanese War)

Lemon Tree - (West Bank – Israel)

The Weeping Camel - (Mongolia)

Monsieur Lazhar – Algerian in Montreal

The White Balloon – (Iran)

### Documentaries

Afghanistan Unveiled – PBS Independent Lens film

America At a Crossroads Series - PBS Television

The Axis of Evil – A “Middle East” comedy group

Budrus – Palestinians and the separation barrier

Control Room – Inside Al Jazeera satellite news network

Encounter Point – A push for peace between Israelis and Palestinians

Generation Islam – CNN

The Hajj, One American’s Pilgrimage to Mecca – ABC Nightline news special

Inside Islam – The History Channel



**The Iranian Americans** – PBS Television

**Jerusalem – City Touched by God** - PBS Television

**Occupation 101** – Palestinian-Israeli conflict

**Three Faiths. One God - Judaism, Christianity, and Islam** - PBS Television

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08/14/12*

**Additional Bibliography for Class Studies**

1. **Ali, Ahmed (1993):** Al-Quran – A Contemporary Translation. Princeton University Press; NJ.
2. **Barakat, Halim (1993):** The Arab World – Society, Culture, and State. University of California Press; Berkeley, CA.
3. **Barfield, Thomas (2010):** Afghanistan – A Cultural and Political History. Princeton University Press.
4. **Batmanglij, Najmieh (1992):** New Food of Life – Ancient Persian and Modern Iranian Cooking and Ceremonies. Mage Publishers; Wash., DC.
5. **Belt, Don (Ed.) (2001):** The World of Islam. National Geographic; Wash., DC.
6. **Bogel, Emory C. (1998):** Islam – Origin and Belief. University of Texas Press.
7. **Boyce, Mary (2002):** Zoroastrians – Their Religious Beliefs and Practices. St. Edmundsbury Press, Ltd.; Suffolk; UK.
8. **Brend, Barbara and Melville, Charles (2010):** Epic of the Persian Kings – The Art of Ferdowsi’s ‘Shahnameh’. The Fitzwilliam Museum; Cambridge, UK.
9. **Chaliand, Gerard (Ed.) (1993):** A People Without a Country (Kurds). Olive Branch Press; NY.
10. **Cragg, Kenneth (1999):** Jesus and the Muslim. One World Publications; Boston, MA.
11. **Davis, Joyce M. (2003):** Martyrs – Innocence, Vengeance, and Despair in the Middle East. Palgrave – Macmillan; NY.
12. **de Lange, Nicholas (2003):** Judaism. Oxford University Press; NY.

13. **Eiland, Murray L. Jr. & Eiland, Murray III (1998):** Oriental Carpets – A Complete Guide. Bulfinch Press; Boston.
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