



Course Specification

— (Bachelor)

Course Title: Saudi Literature and Identity

Course Code: ENG 4329

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:

3

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered:

The course can be taken at any level in the last two years of the program after passing the requirements.

4. Course general Description:

This is a survey course designed to introduce students to the manifestations of identity in Saudi literature from the establishment of the First Saudi State in 1727 until contemporary times. National identity depicts an umbrella term for the sense of belonging to one's nation and encompasses one's gendered, linguistic, religious, and cultural identities. A chronological study of Saudi literature and its literary periods provides a dynamic means of access into an exploration of Saudi national identity. The texts chosen for this course explore how national identity is shaped and communicated via an engagement with questions such as: what is (national) identity? How does national identity emerge in the literature? How is it constructed and portrayed? What factors impact the portrayal of national identity in Saudi literature? How has the portrayal changed over the years as the religious, social, and cultural contexts have changed? How do authors promote national identity and values in contemporary Saudi literature? Does a religious identity necessarily exclude/eclipse a sense of national one?

Students will identify and evaluate poems, novels, short stories, plays and films that show how intertwined Saudi identity is with the various social, religious, cultural and political contexts in which a literary text is produced. The course focuses on the most iconic examples, namely those works that help us to understand the creation of a distinct Saudi national identity. Notably, English translations of the original Arabic samples will be read and explored.

5. Pre-requirements for this course (if any):

Literary Criticism in Practice

6. Co-requirements for this course (if any):

None

7. Course Main Objective(s):

The course aims to familiarize students with the concept of national identity and its relationship to literature through critical analysis of a variety of texts from the start of the first Saudi State to those written in contemporary times.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		30 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the forms, modes and key texts associated with Saudi literature from the first Saudi Arabia until contemporary times.	K2	- Traditional lecturing. - Reading critical articles. - Seminars	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	- Traditional lecturing. - Reading critical articles. - Seminars	-Quizzes and exams. -Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of	K3	<ul style="list-style-type: none"> • Traditional lecturing. • Engaging with other 	- Quizzes and exams. - Class discussion.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	visual culture such as theatre, film and other art forms.		art forms in class and online. • Reading critical articles.	- Online discussion.
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	- Traditional lecturing. - Class discussion. - Online discussion. - Reading analytical essays. - Seminars. - Interactive workshops.	- Open-book quizzes. - Analytical exam questions. - Analytical essay assignment. -Class discussion.
2.2	Demonstrate research and analytical skills.	S5	- Traditional lecturing. - Reading analytical essays. - Research seminars. -Interactive workshops.	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	- Class discussion. - Exposure to creative content online or in class. - Reading analytical essays. - Reading creative content. -Interactive workshops.	- Analytical essay assignment. - Analytical exam questions. -Creative assignment
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	- Analyzing or engaging with other art forms in class or online. - Reading critical articles. - Watching documentaries and critical content. -Interactive workshops.	- Class discussion. - Online discussion. - Analytical assignment. -Creative assignment.
3.0	Values, autonomy, and responsibility			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	Traditional lecturing Reading scholarly articles.	-Class discussion. - Assignments - Projects
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	- Traditional lecturing - Class discussion. - Watching documentaries.	

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Saudi Literature: The Literary Life in the Arabian Peninsula by Taha Hussein , Manliness by Hamza Shehata	3
2.	Identity and the tribe in early poetry: Hmedan al-Shwe'ir	3
3.	Religious Identity and the Inception of the Saudi State: Ahmed Ibrahim Alghazawi and Mohammad Ali Alsonousi	3
4.	Conservatism, the Novel and Identity: Abdulquddus Alansari, Mohammed Ali Maghrabi, Abdulrahman Munif,	3
5.	Realism and Saudi patriots: Hamza Shehata, Ali Hassan Ghasal, Ahmed Ibrahim, Taher Zamakhshari	3
6.	Midterm	2
7.	Modernism and Identity: Muḥammad Althubayti, Ali Aldomani, Jassim Alshiah	3
8+9	Female Saudi voices and Identity: Badriyah Albishr, Fawzia Abu Khaled, Raja Alem, Haifaa Almansour, Umaima Alkhamis	5
9+10	Contemporary Saudi Literature, Culture, and National Identity: Mahmoud Trawri, Alwan Alshaymi, Leila Aljohani, Abdu Khal, Yousef Almohamaid	5
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterms or Quizzes: The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade	6	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	should be allocated to language and punctuation problems. A clear rubric should be followed		
2.	Assignments or Quizzes: - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. - Topics, guidelines and deadlines should be specified at the beginning of the course. - Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.	9	10%
3.	Discussion in class and online: Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course	Weekly	10%
4.	Final Exam: The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	Final Exam Period	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Albazei, S. ed., 2012. New Voices of Arabia: The Poetry (An Anthology from Saudi Arabia). London: I. B. Tauris.
	Khattab, E., Jayyusi, S. and Al-Hazimi, M. ed., 2006. Beyond The Dunes: An Anthology of Modern Saudi Literature. London: I. B. Tauris.
	Leary, M., and Tangney, J., 2012. Handbook of Self and Identity. NY: Guilford P
Supportive References	Al-Ghadeer, M., 2009. Desert Voices: Bedouin Women's Poetry in Saudi Arabia. London: I. B. Tauris.
	Alghamdi, M., 2021. Writers and Nations: The Case of American and Saudi Literatures. Lanham: Rowman & Littlefield.





	<p>Al-Shuway'ir. H. Arabian Satire: Poetry from 18th-Century Najd. Translated by M. Kurpershoek. NY: NYU.</p> <p>Foley, S., 2019. Changing Saudi Arabia: Art, Culture, and Society in the Kingdom. Boulder: Lynne Rienerr.</p> <p>Hussein, Taha., 1932. "Literary Life in the Arabian Peninsula". Translated by Martin Sprengling. The Open Court: Issue 12, Article 3. https://opensiuc.lib.siu.edu/ocj/vol1932/iss12/3/</p> <p>Thompson, M., 2019. Being Young Male and Saudi: Identity and Politics in a Globalized Kingdom. Cambridge: Cambridge .</p>
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data Projector
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445



