

**Carl A. Bimson Humanities Seminars-2018
FINAL REPORT**

**CHALLENGING STUDENT PERCEPTIONS OF THE MIDDLE EAST
June 18th through 23rd
Gamze ÇAVDAR, Andrea DUFFY, and Mary VOGL**

Summary:

Carl A. Bimson Humanities Seminar-2018 took place June 18th through June 22nd, 2018 on the campus of Colorado State University. The seminar hosted a total of eleven K-12 teachers from across the U.S. The participants had the opportunity to listen to and interact with a facilitator, four female panelists, four guest speakers and the three seminar leaders. Throughout the seminar, small group discussions were organized to discuss the ways of transferring the acquired knowledge into a K-12 classroom. Participants at the end presented their projects on a classroom activity related to MENA and submitted their final projects by August 10th. The final projects are shared among all participants. Leaders plan to seek external funding to repeat and/or expand the scope of this seminar and also write an article explaining their experience.

Preparation:

- Seminar's webpage
- Canvas Course Page
- Flyers and advertisements posted in multiple networks;
- Surveyed about the exact seminar dates among the applicants;
- Weekly meetings for preparation; logistics like accommodations, etc.
- Continuing education credits offered

Participants:

Name	Subject Matter	School Name and Level taught	Location
Amy Barrier	World Humanities & Human Geography	Rocky Mountain High School—high school	Fort Collins, CO
Tom Frasier	Minorities in Literature, AP English	Greely Center High School—high school	Greely, CO
Megan Schultz	Social Studies	Greely Center High School—high school	Greely, CO
Stephanie Gutierrez	World History/Humanities	Poudre High School—high school	Fort Collins, CO
Christopher Glatfelter	Social Studies	Poudre High School-high school	Fort Collins, CO
Elizabeth Arias	English language, history, current events, social justice and the history of conflict	Hertford County Public Schools--K-12	Multiple rural areas, North Carolina
Weslee Arciola	Social Studies, Law Studies and Government	Monarch High School—high school	Coconut Creek, Florida
Calving Eleby	Global Issues and American government	Catalina Foothills High School—high school	Tuscan, Arizona
Brett Mayfield	Social Studies	Madison Central High School—high school	Madison, Mississippi
Jennifer Metzler	Social Studies	Lineweaver Elementary School—K-5	Tuscan, Arizona
Mary Allison Gray	Chorus & general music	A. G. Cox middle School—K-8	Winterville, North Carolina

We received a total of 17 applications across the country: 16 of them were admitted; four of them withdrew for various reasons by early June; one failed to attend, and 11 of them—listed above—attended the seminar.

Seminar Program (attached)

- Lectures by the leaders
- CSU facilitator on bias
- Panel on women
- Guest speakers and their expertise

Assignment (attached)

- Assignment question and rubric
- Final Projects (sample attached)
- Assessment and feedback

Assessment (attached)

- evaluations by participants

Conclusion and Future plans:

-External funding being considered for a broader, national seminar. Seminar leaders are in the process of writing an article based on the seminar's experience.

APPENDIX:

1. Bimson Seminar Proposal
2. Flyer
3. Seminar Program
4. Assignment & Rubric
5. Sample Assignment by Chris Glatfelter
6. Sample Award Letter
7. Evaluations
8. Group Pictures



Bimson Seminar Call for Applications

CHALLENGING STUDENT PERCEPTIONS OF THE MIDDLE EAST

**June 18th-23rd, 2018
Colorado State University
Fort Collins, Colorado**

Organized by Drs. Gamze Çavdar,
Andrea Duffy and Mary Vogl

This intensive seminar, led by CSU professors and other experts, seeks to inform K-12 educators about the history, cultures, and religions of the Middle East and to give them practical tools for promoting global understanding in the classroom. The seminar is aimed at social studies teachers for grades 6-12, but teachers in other areas are welcome to apply. Benefits for Participants include a \$250 stipend, \$300 for books and materials, and opportunity to register for DCE credit through Colorado State University. Additional funding may be available for travel and lodging.

For more information or to apply, contact Dr. Gamze Çavdar at Gamze.Cavdar@colostate.edu or visit inst.colostate.edu/bimson.

The application deadline for full consideration is Monday, April 30, 2018.



COLLEGE OF LIBERAL ARTS
COLORADO STATE UNIVERSITY

Bimson Humanities Seminar

CHALLENGING STUDENT PERCEPTIONS OF MENA

June 18th-23rd, 2018

Leaders: Gamze Çavdar, Andrea Williams and Mary Vogl

This seminar aims to train K-12 teachers in targeting student misperceptions of the Middle East and North Africa (MENA) and to create a platform to benefit from teachers' hands-on experience and strategies in the classroom. The seminar leaders are Gamze Çavdar, Andrea Duffy and Mary Vogl.

Rationale and Goals

Despite its global significance, the MENA region remains one of the most poorly understood regions for Americans. Instructors at K-12 and university levels are all acutely aware that many students come into courses with pre-conceived notions, inaccurate knowledge, and biases about the subject matters we teach. For example, some students believe that climate change is not real or that racial discrimination no longer exists, or that markets operate on their own. The MENA is not exempt from students' misconceptions. We have noticed over the years that many students hold deep biases about the MENA region. Events and political developments of the last decade or so including 9/11, the American invasion of Iraq, and the rise of the Islamic State have added to the strength of these biases. These beliefs not only tend to be persistent, they also may be unconscious and subtle, and therefore difficult for instructors to identify. Nevertheless, whether they are overt or covert, these biases significantly disrupt the learning process and act as psychological blocks against understanding the region and its issues.

Gamze Çavdar recently directed a study designed to identify these biases systematically. The study took a total of three years and involved 142 students from three sections of a Colorado State University (CSU) course, POLS241-*Introduction to Government and Politics*, a course in the all-university core curriculum, and a prerequisite for all Political Science and International Studies majors at CSU. The research, forthcoming, revealed that many students believe that 1) MENA is fundamentally different from the rest of the world; 2) MENA does not make progress; 3) Islam determines every aspect of Muslims' lives; and 4) no diversity exists among Muslims. Comparative survey questions found that students consider MENA is unique and holds stronger biases compared to our regions. The study also found that the lectures that directly targeted these biases were effective in lowering them.

This seminar brings together a total of 12 K-12 teachers because we believe that a concerted effort by K-12 teachers and university professors, with input from regional experts, would more effectively target these biases. We are truly honored to have the opportunity to work with you!

The seminar will take place in Lory Student Center at Colorado State University, June 18th through 23rd. Please find the schedule below:

Bimson Humanities Seminar
CHALLENGING STUDENT PERCEPTIONS OF
MIDDLE EAST AND NORTH AFRICA (MENA)

June 18th-23rd, 2018

Leaders: Gamze Çavdar, Andrea Duffy and Mary Vogl

This seminar aims to train K-12 teachers in targeting student misperceptions of the Middle East and North Africa (MENA) and to create a platform to benefit from teachers' hands-on experience and strategies in the classroom. The seminar leaders are Gamze Çavdar, Andrea Duffy and Mary Vogl.

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Bimson Humanities Seminar

CHALLENGING STUDENT PERCEPTIONS OF MENA

Plan for Seminar Sessions

June 18th-23rd, 2018

Leaders: Gamze Çavdar, Andrea Duffy and Mary Vogl

DATE, DAILY TOPIC AND LOCATION	SEMINAR TOPIC	BRIEF DESCRIPTION	PERSONNEL
DAY 1 June 18th 9 a.m. to 3:30 p.m. . GENERAL DISCUSSION ON BIAS Location: Lory Student Center (LSC), 312	Welcome and introductions		Gamze Çavdar & Andrea Duffy (Mary Vogl will arrive the next day) All participants
	Overview of the purpose of the seminar, program and projected outcomes	Opportunity to share details of the seminar as well as participants' needs, expectations, and goals.	Gamze Çavdar and Andrea Duffy
	Group formation Assignment	Participants will develop a class activity related to the seminar that they can use in their classes. Brainstorm a class activity that might benefit your class	Andrea Duffy, All participants
	Present the research led by Gamze Çavdar on students' bias on MENA	Explain the rationale behind the research and the research findings; how is it relevant to K-12.	Gamze Çavdar
	Group Activity	Opportunity to discuss the similarities and differences between the research findings and the teachers' their own experience.	Gamze Çavdar & Andrea Duffy
	12:00 noon – 12:30 p.m.: LUNCH (Middle Eastern buffet) in the classroom		
	Discussion on bias	Participants will develop an understanding of different forms and presentations of bias.	Lance Wright (Guest Speaker-facilitator), All participants
	Reflections	Participants reflect and express what stands out for them on that day and what lessons they draw.	Gamze Çavdar, Andrea Duffy and All participants.

DATE	SEMINAR TOPIC	BRIEF DESCRIPTION	PERSONNEL	
DAY 2 June 19th RELIGION, POLITICS AND SOCIETY “Islam determines every aspect of Muslims’ lives” 9 a.m. to 3:30 p.m. Location: LSC 328-30	Islam vs. Islamism	To explain and emphasize the message Islam is not a determining factor in understanding the region.	Gamze Çavdar	
	The emergence of the modern MENA			
	Framework for Understanding women’s status in MENA	Develop a better understanding of factors that determine women’s status other than Islam.	Gamze Çavdar	
	Interview with Said	Present orientalism, one of the scholarly explanations for Western perceptions.		
	12:00 noon – 12:30 p.m.: LUNCH in the classroom			
	Group Activity	Preparing questions for the panelists	All Participants	
	Panel on Muslim women	Participants will listen to personal experiences of women of MENA origin and ask questions as to how they negotiate Islam and tradition.	Zahra Al-Saloom, Merall Sherif, Razan Kanjo and Hanna Gatlawi (Guest Speakers)	
Group Activity & Discussion	How one transfer can today’s newly acquired knowledge (on Islam vs. Islamism or women) into a K-12 classroom? Sample activities, lesson plans, etc.	All participants		
Reflections	Participants reflect and express what stands out for them on that day and what lessons they draw.	Gamze Çavdar, Andrea Duffy, Mary Vogl and All participants.		

DATE	SEMINAR TOPIC	BRIEF DESCRIPTION	PERSONNEL
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DAY 3 June 20th 9 a.m.to 3:30 p.m. Diversity in Identity in MENA ‘There is no diversity at MENA’ Location: LSC 306	Lecture on Identity and with excerpts from <i>Arab American</i>	Arab American identity	Usama Alshaibi (Guest Speaker)
	Q & A		
	Lecture	Representation of MENA in the media	Mary Vogl
	12:00 noon – 12:30 p.m.: LUNCH in the classroom		
	Lecture		Hossam Ahmed (Guest Speaker)
	Activity	How to translate today’s topic into a classroom	All Participants
Reflections	Participants reflect and express what stands out for them on that day and what lessons they draw.	Gamze Çavdar, Andrea Duffy, Mary Vogl and All participants.	

DATE, DAILY TOPIC AND LOCATION	SEMINAR TOPIC	BRIEF DESCRIPTION	PERSONNEL
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DAY 4 June 21st 9 a.m. to 3:30 p.m. . “MENA is unique/fundamentally different from the rest of the world” Location: Lory Student Center (LSC), 322	-Geography, economics and map of MENA	Lecture provides details about the region’s characteristics	Andrea Duffy
	-Environmental challenges (Google Earth)		
	Lecture		Pat Keys (Guest Speaker)
	12:00 noon – 12:30 p.m.: LUNCH in the classroom		
	Visit to Islamic Center		Leaders & All participants
	Group Activity	How one transfer can today’s lecture topic into a K-12 classroom; sample classroom activities & discussion of ideas.	All Participants
Reflections	Participants reflect and express what stands out for them on that day and what lessons they draw.	Leaders & All participants.	

DATE, DAILY TOPIC AND LOCATION	SEMINAR TOPIC	BRIEF DESCRIPTION	PERSONNEL
DAY 5 June 22nd	-Brief history		Andrea Williams

9 a.m. to 3:30 p.m. . “No change/progress”	-Status of minorities in history (millet system) -Progress & regress	Demonstrating the change taken place over time; emphasizing that the change is not always progressive	
	12:00 noon – 12:30 p.m.: LUNCH in the classroom		
Location: Lory Student Center (LSC), 324	-Classroom and Educational resources -Teaching through art	--How to address the issue of bias in class, what has worked, what hasn't; how can teachers work these issues in the classroom and create education resources	Betsey Coleman (Guest Speaker)
	Reflections	Participants reflect and express what stands out for them on that day and what lessons they draw.	Andrea Duffy, Mary Vogl and All participants.

DATE, DAILY TOPIC AND LOCATION	SEMINAR TOPIC	BRIEF DESCRIPTION	PERSONNEL
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DAY 6 June 23rd Presentations Location: Lory Student Center (LSC), 322	Individual Presentations		All participants
	12:00 noon – 12:30 p.m.: LUNCH in the classroom		
	Individual Presentations		All participants
	Final Reflections & Wrap up	Participants reflect on the overall seminar and identify the lessons for future seminars.	Andrea Duffy, Mary Vogl & All participants.

CSU BIMSON HUMANITIES SEMINAR 2018
CHALLENGING STUDENT PERCEPTIONS OF THE MIDDLE EAST AND NORTH AFRICA
Drs. Gamze Çavdar, Andrea Duffy, and Mary Vogl
Colorado State University, Fort Collins, CO
June 18-23, 2018

INSTRUCTIONS FOR CURRICULUM PROJECTS

The purpose of this Bimson seminar is to share ideas that will encourage the development of K-12 curriculum concerning the Middle East/North Africa (MENA) region. The final activity will be to develop and share curriculum projects for the MENA region.

Participants are asked to develop their projects over the course of the week and present on their progress on the final day of the seminar (Saturday). Lesson plans may be further developed over the summer and shared via Canvas (see below). Gamze, Andrea, and Mary will be available for consultation throughout the duration of the seminar and afterward.

Participants are welcome and encouraged to discuss and share ideas in groups, and there will be time each day to brainstorm and share ideas. However, each participant is required to develop an independent curriculum project on a topic related to content covered in the seminar. The curriculum project should be relevant to that participant's teaching responsibilities. The curriculum project assignment will consist of a title page offering an introduction and context followed by a detailed description of the lesson plan, including content and related activities. This lesson plan should represent approximately 90-120 minutes of class time. Each participant will present an outline of their curriculum project at the last seminar session on Saturday, June 23rd. Each presentation will be 15-20 minutes, plus Q & A.

Participants are encouraged to continue developing and refining their curriculum projects over the summer, after the termination of the seminar. Participants will use the Bimson site on Canvas to share their projects and ideas with other participants. The Canvas courseware site also will allow participants to comment on one another's proposals and to upload activity sheets, media, and other materials. In addition, participants are encouraged to share curriculum materials and ideas through such avenues as the Colorado Council on Social Studies, the Colorado Congress of Foreign Language Teachers, and the University of Arizona's listserv of resources for MENA educators.

Some examples of curriculum projects can be found on the website of the University of Arizona's Center for Middle Eastern Studies – Outreach: <http://cmes.arizona.edu/outreach/lessons>

Click on Subject/Country for a PDF that lists lessons by country:

http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Master%20List%20of%20Lessons%20-%20Subject%20or%20Country_2.pdf

Lesson Plan Format

Bimson Humanities Seminar:
Challenging Student Perceptions of the Middle East and North Africa

Teacher: Grade level: Content area:

Title of lesson:

Content standard(s) addressed by this lesson:

Inquiry questions(s):

Concepts and skills:

Evidence outcomes: (Every student should be able to...)

Activities:

Approximate time:

Materials needed:

Accommodations & modifications:

Evaluation or assessment of success:

Resources used to create the lesson:

Please include student handouts

Rubric for Evaluation of CHALLENGING STUDENT PERCEPTIONS OF MENA # ___

Components	Exceeds Expectations (4)	Meets Expectations (3)	Progressing (2)	Not There Yet (1)	Points Possible	Total
Teacher, grade level, content area and lesson title	The lesson is clearly labeled with the teacher's name and includes appropriate grade level, content area & lesson title.	The lesson includes only two or three of the four components of teacher name, content area, grade level and lesson title.	The lesson includes only one of the following: teacher name, lesson title and content area.	The lesson lacks the teacher's name, grade level, lesson title and content area.	4	
Content Standards addressed by this lesson	Content standards are clearly written on lesson plan and are appropriate to the lesson.	Content standards are mentioned, but show a limited connection to the lesson.	Content standards are mentioned, but show no connection to the lesson plan.	Content standards are not mentioned in the lesson plan.	4	
Inquiry Question (“Essential question”)	The lesson includes a clear and relevant inquiry question.	The lesson includes an inquiry question, but it is either too long or not clearly related to the lesson.	There is an inquiry question, but it is not directly related to the activities listed in the lesson plan.	The lesson is lacking an inquiry question.	4	
Concepts and Skills	The concepts & skills are clearly listed and relate to the activities in the lesson plan.	The concepts & skills are listed, but it isn't clear how they relate to the activities in the lesson plan.	The lesson plan does not contain both the concepts <u>and</u> skills.	The concepts and skills are not listed in the lesson plan.	4	
Evidence Outcomes (instructional objectives)	What is expected of the students is clearly explained and relates directly to the lesson's activities.	The expectations of the students are listed, but are not directly tied to the lesson's activities.	The expectations of the students are unclear.	There is no explanation of what is expected of the students.	4	
Activities	The lesson provides a clear and creative picture of the learning activities that will take place. There are at least two varied and creative activities.	The lesson provides an adequate picture of the learning activities that take place, but shows limited creativity.	The lesson has activities, but they are not described clearly.	The lesson does not provide a picture of the learning activities that will take place.	4X3 =12	
Materials	The list of materials needed for the lesson is comprehensive and matched the lesson's activities.	The list of materials needed is not clearly related to the lesson's activities.	The list of materials is not related to the lesson's activities.	There is no mention of materials needed for the lesson.	4	
Accommodations and modifications for special needs students	There are at least two possible accommodations listed in the lesson plan.	There is one accommodation or modification listed in the lesson plan.	The accommodation listed in the lesson is unrealistic or difficult to understand.	No accommodations or modifications are included.	4	
Multiple learning styles	Multiple learning styles are addressed (accommodated).	At least 3 learning styles are addressed.	Two learning styles are addressed.	Only one learning style is addressed.	4	
Evaluation or assessment of success	The evaluation or assessment is clear and measurable.	There is an evaluation or assessment, but it is not easily measured.	The evaluation or assessment is weak or unrelated to the lesson.	There is no evaluation or assessment included in the lesson plan.	4	
Resources to create lesson	Teacher clearly listed resources used to prepare for lesson.	Teacher listed one resource to create the lesson.	Teacher listed a resource, but it is really unclear how it related to the lesson.	There is no mention of resources used.	4	
Student Handouts	Student handouts are excellent and easy for students to understand.	Student handouts are included, but somewhat incomplete.	Student handouts are unclear.	There are no student handouts.	2x4=8	
Total Possible Points					60	
Points Awarded						

ADDITIONAL RUBRIC FOR FRENCH LESSONS (COLORADO WORLD LANGUAGE STANDARDS)

Components	Exceeds Expectations (4)	Meets Expectations (3)	Progressing (2)	Not There Yet (1)	Points Possible	Total
COMMUNICATION Interpersonal communication	There is strong evidence of interpersonal communication	There is definite evidence of interpersonal communication	There is a small instance of interpersonal communication	There is no evidence of interpersonal communication	4	
Interpretive communication	There is strong evidence of interpretive communication	There is definite evidence of interpretive communication	There is a small instance of interpretive communication	There is no evidence of interpretive communication	4	
Presentational communication	There is strong evidence of presentational communication	There is definite evidence of presentational communication	There is a small instance of presentational communication	There is no evidence of presentational communication	4	
CULTURES	There is strong evidence of culture goals.	There is definite evidence of culture goals.	There is a small instance of culture goals.	There is no evidence of culture goals.	4	
CONNECTIONS	There is strong evidence of connection goals.	There is definite evidence of connection goals.	There is a small instance of connection goals.	There is no evidence of connection goals.	4	
COMPARISONS	There is strong evidence of comparison goals.	There is definite evidence of comparison goals.	There is a small instance of comparison goals.	There is no evidence of comparison goals.	4	
				Total possible points	24	
				Points awarded		

Lesson Plan Format

Bimson Humanities Seminar:

Challenging Student Perceptions of the Middle East and North Africa

Teacher: Chris Glatfelter **Grade level:** 11/12 **Content Area:** Facing History and Ourselves: Holocaust and Human Behavior (Elective)

Title of lesson: (The Danger of) A Middle Eastern Story

Unit: In transition from the “Individual and the Society” to “We and They”

Content standard(s) addressed by this lesson: Colorado Geography Standard 3
“*The interconnected nature of the world, its people and places*”

Inquiry question(s): In what ways does media create stereotypes for us? Why is it beneficial for certain powers to establish these stereotypes?

Concept and Skills: Media Literacy, Written Reflection, Challenging Bias

Evidence Outcomes: (Every student should be able to...) Take an introspective look at their lives and the ways for which they are perceived and compare that to the danger of continuing to make assumptions about peoples from diverse and unknown (to them) backgrounds. “Simple solutions to complicated problems”

Activities: Warm-up question: *Describe* the life of an American Teenager (you and those like you)

Video: (Something stitched together showing the “Middle East”. Include dirt streets, Children, Some film/production, some news)

Small groups (2-4) Discuss the content of the video and the response to the prompts.

Class discussion addressing questions on hand out

Video: A Day in the life, Amman Jordan

(<https://www.youtube.com/watch?v=hHvlqgbhxFA>)

Video: Arab Idol (<https://www.youtube.com/watch?v=Aj-pyJF6ckU>)

Video: 10 things I hate about you

(<https://www.youtube.com/watch?v=6oU08hD3Puw>)

Video: Mean Girls (<https://www.youtube.com/watch?v=e2DzwcNrfjU>)

Approximate time: 85 minutes (1 class period)

Accommodations and Modifications: Shortened questions, Group discussion, “Chunk and Chew” on the material, On board summary of class topics, Digital worksheet.

Evaluation or Assessment of Success: Exit Ticket and Journal Reflections

Resources Used: PPT (To be constructed), Handout, Videos (linked above),

Name _____

Hear: what do you hear in this video? Include anything you want to include	See: What are some things you see in this video, consider the content as well as the background.	Think: What does this content make you think? What led you to this train of thought?

What do you know about life in the Middle East?

What kind of life do you think a teenager can have in this region of the world?

Hear: what do you hear in this video? Include anything you want to include	See: What are some things you see in this video, consider the content as well as the background.	Think: What does this content make you think? What led you to this train of thought?

How/Does this change your perspective on the Middle East?

What kind of life do you think a teenager can have in this region of the world?

What in your life has led you to think that the first video was an accurate representation of a complicated and diverse region?

(Return to Netflix/Hulu Question) Using the last thing(s) you watched, what does media say about you and the way that Americans live? What can be inferred about your life/style?

EXIT QUESTIONS: How does a society establish in crowds and out crowds and what hat kind of information is important to show people to keep others on the outside?

Colorado State University College of Liberal Arts

Thank you,

Suzanne Dickens

for your participation in the

Bimson Humanities Seminar

Challenging Student Perceptions of

Middle East and North Africa

Summer 2018

Samze Cabdar, Associate Professor Political Science

Andrea Duffy, Director International Studies

Mary Vogl, Associate Professor Foreign Languages and Literatures

Colorado State University College of Liberal Arts Bimson Humanities Seminar

Evaluation Form Results

Name of Participant _____

Please evaluate the Seminar using the following scale:

1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree somewhat, 5 = strongly agree.

1. The choice of topics was interesting and relevant. 5

Comments:

- Variety was great!
- This was an enormous subject must have required meticulous planning – great work

2. The sessions were well organized. 4.8

Comments:

- Timing was an issue some days – but that was difficult to avoid because there was so much content! (which I wouldn't take away)
- Balance of content, lectures, guest speakers, reflection breaks all worked together.
- Thank you for how logistically tight this was

3. The speakers were interesting and stimulating. 4.9

Comments:

- I prefer the scholarly insights to the class-project demonstrations

4. Useful materials were prepared and distributed. 5

Comments:

- Appreciate resources on Canvas
- Best website links I've ever seen with such a program

5. Materials were appropriate for the level I teach. 4.7

Comments:

- Some readings would only be beneficial at a college level, but these materials were still useful for my personal use.
- I'm elementary; not that they don't apply directly, but info may be more for my background.
- Thanks for shooting high!

6. The curriculum project was relevant to my teaching responsibilities. 4.9

Comments:

- And I appreciate the lack of required formatting

7. The information presented was current and relevant. 5

Comments:

- Appreciate the lack of required formatting

8. The workshop offered useful multidisciplinary perspectives. 5

Comments:

- I really appreciated this!
- Sessions were beautifully diverse

9. Effective linkages between CSU faculty/staff and K-12 teachers were strengthened. 4.9

Comments:

- I think this strength will build with further contact post-seminar
- 1st. Time. Ever.
- Smiley face inserted

10. I learned a great deal from participating in this seminar. 5

Comments:

- I thought I knew something
- Thank you!

11. The venue -- CSU Lory Student Center - was appropriate and conducive to learning and sharing. 4.8

Comments:

- LSC is a great location – however, some days it would have been nice to get out of the classroom for some time (like he day we went to the mosque).
- Wow! Amazing facility!
- Great facilities
- Some rooms were a bit snug.

As a result of this experience:

1. I have significantly changed my course content. 4.1

Comments:

- I will be adding more materials and depth to the classes I teach in the upcoming school year.
- I have been teaching content on MENA and bias, but my approaches have been greatly broadened
- I will!
- Texts and issues (This will come later)

2. I have contributed to the MENA programs or activities at my school. 4.4/5 (the remaining 5 surveys had no response circled)

Comments:

- Not yet
- Huh?
- I will contribute
- Not yet
- NA

3. I have contributed to new international curricular initiatives.

Comments:

- Not yet
- Will?
- I have some plans and ideas to further and create initiatives, so I hope to report this as a 5 soon!
- N/A

3.2/5 (the remaining 5 surveys had no response circled)

4. My interest in the MENA region has increased.

Comments:

- I didn't know it was possible to increase my interest so much in one week (my interest was already high!)
- tremendously

4.4

5. I have developed new educational materials.

Comments:

- Thank you!
- N/A

5/7 (the remaining 2 surveys had no response circled)

Give specific examples of how participation in the Bimson Seminar has impacted your teaching, interactions with students or colleagues, and your professional and personal life.

- Participation in this seminar will add depth to the geography courses I already teach. I will be able to rework my entire MENA unit in my World Geo course.
- Usama – media representations; Pat – science; Betsy – expression; Lantz – bias activities; Andrea – geography.
- Participation has given me new ideas on how to approach bias and determinism evident in my colleagues and building, so I hope to get permission to offer a workshop on bias and MENA in the Fall.
- Provided content and enriched daily lectures/presentation to increase content and _____ teaching practices
- Building of background informed knowledge; networking among participants; helpful to have K-12 educators to help see the bigger picture of our task at hand.
- The content has offered me a much broader view of the MENA region. I can both share that content with my students and work toward reducing my own biases.
- Awareness of my student population, others I interact with, the world around me; lesson materials and content
- So much info and resources that I can take home and work with. The info and perspectives will help me to reinvent my classes

In what ways might this seminar or future Bimson Seminars be modified to increase their usefulness for K-12 schoolteachers?

- Possible visits to Middle Eastern restaurants or visits with other Islamic/MENA organizations
- Knowledge of History, Western Islam, Media Representation in MENA, Historical Colonial Development
- I found the material and format to be very effective and useful. The broad scope was especially helpful to me, and to the other participants, I am sure!
- More elementary teachers, if possible; have participants bring a lesson they've taught and then revamp it after seminar.
- Sometimes it's possible to get publishing companies to donate textbooks on a specific subject. Even with all the great digital resources, a quick reference text could be useful.
- Breaks for overwhelming? I really don't know how to combat that.

How did you find out about this Bimson Seminar? Please provide any ideas to help CSU advertise future seminars and encourage teachers to apply.

- Steve Burch (Social Studies department chair @ Greeley Central High) passed along the information.
- Elizabeth referred it to me
- I believe that I heard about it from NCTA, but I do not recall.
- Facebook: Scholarship, grants and summer Institutes for teachers, Summer Institute for Educators (Qatar)
- Center for Middle Eastern Studies Outreach coordinator, Lisa Adeli, has an amazing list serve!
- A former colleague
- Through a middle east study opportunities listserv.
- I was sent an email by a colleague Monique Eckhoff (Cassidy)
- Email to our I.B. Director

Suggestions for topics for future Bimson Seminars, or any other comments?

- Thank you so much for this opportunity!
- Performance Arts; Law differentiation between religious and government courts; Balance of Political/Religious/Military Powers in MENA
- The presenters and facilitators were incredible and the topic was very relevant. A future seminar topic might be contributions of MENA to the international community through time – art, architecture, mathematics, education, etc.
- Sustainability in the MENA; Thank you so much for this opportunity!
- This topic was so important and relevant. Thank you so much for organizing this and putting together all of these tools and the information. I have learned so much as a person, and feel empowered to share my knowledge with my students and the others around me.
- I'd be very interested on something related to classic civilizations and pre-classicism. Thank you!!



EXIT

