**Instructor Name, Office, Phone Email, Office Hours**
Dr. Leslie C. Moore  
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614-247-2429  
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Office hours after class & by appointment

Instructor developed the syllabus: October 2008 – May 2009

**Course Number, Title and Description, Credit Hours**
T&L 727028  
Somali History, Language, and Culture, 03 credit hours  
Description: In this course, students will develop understanding of Somali history, language, and culture, focusing on topics of particular relevance for educators.

**U, G Level, Credits, Class time distribution, prerequisites, quarters offered, general information, exclusions, cross-listing**
Information is included on course (flex) form

**Course Objectives/*Learning Outcomes -- Required for Teacher Licensure and/or NCATE --**
This is a professional development course intended for in-service teachers in the Columbus City Schools. The main focus is on developing new and deeper understandings of Somali history, language, and culture that are particularly relevant for and can be translated into practice by educators. Teachers will be able to enhance their relationships with Somali students and their families, gain insight into the challenges faced by Somali immigrant-refugees in classrooms and beyond, and explore strategies that will improve the educational experience of Somali students and their families. In this course students will:

- Develop a framework for viewing Somali students and families as people whose participation in schooling and American society as a whole is shaped by Somali culture, sustained upheaval in Somalia, and experiences in the Diaspora.
- Expand knowledge of Somali history, social organization, religious beliefs and practices, language and literacy practices, and experience in the Diaspora.
- Explore strategies to deal with challenges Somali students face and present in school settings.
- Develop new skills as informed & critical consumers of sources (print, video, & web-based) that claim to provide sound information and/or advice for practitioners who want to know more about the Somali community.

Following successful completion of this course, the student will be able to:
- Demonstrate knowledge and understanding of research and concepts related to Somali history, language, and culture.
• Respond with a variety of strategies when working with Somali children and their families in classrooms and other educational settings.
• Set up environments that support Somali students’ participation in the classroom community.
• Reconsider and reflect on their current practice when working with Somali students and families.

*Required Text(s) and Course Materials –

*The Somali Diaspora: A Journey Away*
By Abdi Roble & Doug Rutledge
University of Minnesota Press, 2008

The instructor will supply articles of particular interest for in-class discussion and/or homework.

*Grading Plan/Grading Rubric –*
Instructor will use participation, attendance, and completion of class assignments to determine grade.

S  70-100
U  69 and below

30 points – Participation and attendance
30 points – Inquiry assignments
40 points – Lesson plan & Reflection paper
   OR
Web Resource Evaluation & Lesson Plan

This class depends heavily on participation. Each unexcused absence will result in a 6-point deduction from your total.

*Topical Outline - Schedule of Topics, Readings, Assignments –*

You will read *The Somali Diaspora* before the course and bring the book to every class.

Bring to class the readings assigned for that class meeting.

As you read all course readings, write down a few questions, comments, & reflections for me and/or your classmates. Bring a hard copy to class to refer to during discussion.

Each day you will bring a hard copy of your inquiry assignment(s), to be used during class and submitted to the instructor.
Class 1, Monday, June 15
Introduction to the course
Somali History: Pre-colonial history, impact of colonial rule, nationalism, post-Independence, & the Civil War
Speakers: Lidwien Kapteijns, Hawa Siad, Leslie Moore
Reading:
Film: ‘The Parching Winds of Somalia’ (1985, Charles Geshekter)
Inquiry Assignment: Bring in reflection notes on what you know about Somali history, how you learned it, and what impact you think this history has on Somali students and families in diaspora. Be prepared to reflect on the following questions:
• What do you know about your students’ and their families’ experiences of the Civil War?
• How do you think these experiences impact their schooling here?
• How do you think your knowledge of Somali history and Somali refugees’ experiences of the Civil War shapes the way you work with Somalis?

Class 2, Tuesday, June 16
Somali students & English language learning
Somali social organization in Somalia & the Diaspora: Family structure, social networks, gender roles & politics, Islam, community organizations
Speakers: Abdinur Sh. Mohamed, Lidwien Kapteijns, Hawa Siad, Fatuma Bihi, Abdirazak Farah
Reading:
Inquiry Assignment: Bring in reflection notes on your understanding of Somali family structure, community organization, and Islam. Be prepared to reflect on the following questions:
• What do you know about your students’ families, social networks, and religious practice?
• What bearing do you think family structure & social networks have on Somali’s educational experience in Ohio?
• Do you think being Muslim influences Somali children’s participation in public schooling? If so, how?

Class 3, Wednesday, June 17
The Somali Diaspora, Somali verbal & visual arts
Speakers: Abdi Roble, Doug Rutledge, Tariq Tarey, Diriyos, John Johnson
Readings:
Review The Somali Diaspora, Roble & Rutledge (2008)
Inquiry Assignment: Bring in reflection notes on what you knew about the Somali Diaspora before you began reading for this course and what you know now. Be prepared to reflect on the following questions:

- What did you know about the Diaspora before this course, and how did you learn it?
- What do you know now that you did not know before?
- What more do you want to know about it? Why?
- How do you think your new understandings of the Diaspora will shape the way you work with Somali students & families?

Class 4, Thursday, July 18
Somali poetry, Somali cinema, Somali language
Speakers: John Johnson, Adulkadir Abdi, Abdisalam Aato
Readings:
Excerpts from Dr. Johnson's forthcoming book, to be provided in class for reading after his lecture.
Film: Selected excerpts of Somalilwood films
Inquiry Assignment 1: Bring in reflection notes on what you know about Somali verbal, visual, and performing arts and how you learned it. Be prepared to reflect on the following questions:

- What do you know about Somali art forms, and how did you learn it?
- What bearing do you think students’ knowledge of Somali art forms might have on their participation in school?
- What role do you think Somali art forms (could) have in the classroom and the school?

Inquiry Assignment 2: Bring in a list of patterns you have observed in the language use of your Somali students. If you have writing samples from any of your Somali students, bring one or two with you to class (names and any other identifiers removed). Be prepared to reflect on the following questions:

- What do you know about the Somali language, and how did you learn it?
- What role is there for Somali language in the classroom?
- What do you know about your Somali students’ ESL instruction?

Class 5, Friday, July 19 – at Hale Cultural Center, OSU
Limited formal schooling, Somali Bantu, Family Engagement, Somali students’ dual lives
Speakers: Brenda Custodio, Abdi Issa, Leslie Moore, Hodan Khalif
Readings:
Films:
‘Family Motel’ (2007, Helena Klowdawsky)
Inquiry Assignment 1: Bring in reflection notes on what you know about Somali Bantu and how you learned it. Be prepared to reflect on the following questions:

- What did you know about Bantu before this course & how did you learn it?
- What do you know now that you did not know before?
• What more do you want to know about it? Why?
• Given your new understandings, would you treat Bantu students any differently?

**Inquiry Assignment 2:** Choose an incident of conflict/problem you have witnessed between students (Somali-Somali or Somali-other), between Somali student(s) and a teacher or administrator (possibly yourself), or between Somali parent(s) and a teacher or administrator. Be prepared to reflect on the following questions:
  - Why do you think the conflict/problem arose?
  - (How) was it resolved?
  - What confused and/or frustrated you about the conflict/problem?
  - How might your response to the conflict/problem be different now than it was then?
  - How do you engage with students’ families when problems arise?

**Final Assignment, due July 3**
For the final assignment, you will choose one of 2 options: Lesson Plan & Reflection paper, or Web Resource Evaluation & Web-based lesson plan.

**Lesson Plan and Reflection Paper**
This option has 2 integrated parts:
  - Part I – Modify or develop a lesson plan to (a) support Somali students’ learning of academic content and/or skills, or (b) support non-Somali students’ learning about Somali history, language, and/or culture.
  - Part II – Write a paper in which you reflect on what you’ve done in the lesson plan & why, making use of course concepts & materials.

**Web Resource Evaluation & Lesson Plan**
This option has 4 steps:
1. Do the net.TUTOR ‘Evaluating Websites’ tutorial in preparation for identifying & Evaluation assignment.
2. Identify a high-quality web resource for information on Somalia &/or Somali history, language, culture.
3. Produce a Web Resource evaluation.
4. Create a lesson plan built around the web resource you have chosen.

**Assignment Details** – Description, format, due dates, evaluation criteria, examples, (details as quarter progresses. See syllabus.)

**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional
information, see the Code of Student Conduct).
http://studentaffairs.osu.edu/resource_csc.asp

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity** – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Off-Campus Field Experiences** – Monday through Thursday the course is held off-campus in the main classroom of the Somali Women’s and Children’s Alliance in the Global Mall, 2210 Morse Road. This provides an immersion experience for students in both the community organization’s offices and the “Somali mall” in which these offices are located. Friday the course will be held at the Hale Cultural Center, OSU.

**Technology** – Teachers must demonstrate a sound understanding of technology operations and concepts. Some examples of technology use in this course include:

- Use of Internet resources to gather information/research