Middle Eastern Studies Minor

Mission Statement

The Middle Eastern Studies minor offers students the opportunity to study Middle Eastern culture, including literature and languages, religion, history, politics and foreign relations with an interdisciplinary approach. Through coursework and experiential learning, including language studies and internships, students will become aware of the complex nature of the region, factors that have shaped its present sociopolitical, economic structures and contemporary discourse of the relationship between the Middle East and the West. Students are encouraged to become active participants and leaders in shaping our understanding of the people, religion and culture of the region and creating cultural bridges and strategies for achieving and sustaining cooperative and peaceful relations. Approaching the study of the MENA (Middle East and North Africa) region, from interdisciplinary perspectives, students will be able to identify interconnections between multiple levels of analysis, which is critical to both the philosophical and systematic study of the region.

Student Learning Outcomes

Students who graduate from UW-Whitewater with a minor in Middle Eastern Studies will meet the following student learning outcomes:

- Demonstrate extensive knowledge of the history, politics, cultures, religions, languages, art, and literature of the MENA region;
- Develop the theoretical and practical skills needed to understand and assess several complex phenomena related to the MENA region, including democratization, resurgence of fundamentalism, sectarian conflicts, gender and family relations, modernity, and relationship with the West, within their socio-historical contexts;
- Critically interpret the events in the MENA region and clearly express these interpretations orally and in writing;
- Demonstrate knowledge of economic interdependence of the MENA region and the international/global context; and
- Assess similarities and differences between historical and contemporary conflict zones.

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