



Senior IB Language & Literature Summer Assignment

Course Part 1: Language in Cultural Context

Essential Question: What powers and fuels unrest in a society?
Case studies: Egyptian Revolutions of 1952 & 2011

The purpose of this assignment is to help you establish an understanding of the effects that culture has on language and its meaning, as well as the motivations for multiple forms of expression in a culture. As you move through these assignments, please consider what fuels unrest and discord between a government and its people.

This assignment is DUE on the first day of the 2019-2020 School year; it is worth 50 points in the assessment category. No excuses for incomplete or late assignments will be tolerated. All responses should be typed in one MLA-formatted document with clear headings for each section; the completed assignment should be 5-7 pages in length, in addition to a bibliography. Please see the last page of this document for an example of a bibliography and some MLA guidelines. Additionally, please see [this rubric](#) to understand how you will be graded. Enjoy!

A. Pre-Reading Reflection (1 page narrative response)

- Based on what you know about global colonialism, what are the cultural, economic, and political effects of colonialism?
- How would you describe America's relationship with the Arab World?
- What do you know about Islam? What do you think are the similarities and differences between Islam, Christianity, and Judaism? Do any of your personal beliefs resonate with any of these major religions?
- What types of prejudice, expectations, assumptions, etc. might you bring to a text written by an Egyptian about Egypt and the Arab world?

B. Understanding Historical Contexts (short answer responses to the six questions in complete sentences; 1½ - 2 pages TOTAL for this section)

- Examine the image: [“The Rhodes Colossus”](#) (Edward Linley Sambourne, 1892)
 1. What does the image suggest about colonialism in Africa? Be precise in identifying details of the image that support your assertions. Feel free to do some Googling to help you understand the allusions, but be sure to cite your sources! (**a 5 sentence response will suffice**)
- Examine the following texts carefully and answer the questions below to help you synthesize your understanding of these three texts. (**a few thoughtful sentences for each question will do**)
 - A Chronology of Leaders in Egypt: [Leaders in Egypt](#)
 - A Timeline of the Arab Revolution: [A Timeline of the Arab Revolution](#)
 - A background on the 1952 Egyptian Revolution: [Arab Unity: Nasser's Revolution](#)
- 2. What are the trends of leadership? (What seems to be common from 1950-present day?)
- 3. What events were occurring in Egypt between 1950-1960 that would lead to political and social unrest?

4. What led up to the Arab Revolution of 2011? (This is very important to understand as it was a major world event!)
5. Who was at a disadvantage during each time period (1950s and early 2000s)? How did the leadership of the time impact this? In what ways did people retaliate?
6. What connections can you make between the events of 1950-1960 and the Arab Revolution of 2011? Did the climate of one extend/inform/influence the other?

C. Understanding Cultural Contexts (short answer responses to the seven questions in complete sentences; 1½ - 2 pages total for this section)

In addition to reading all of the texts on the following websites, we encourage you to spend additional time exploring the various links, examining the images, film clips, related sites, etc. in order to construct a well-informed picture of this society and build cultural empathy. Please read and explore the following areas: **Religion, Gender Relations** and **Freedom of Expression**, and respond to the questions below each section.

Religion:

- A Background on Religion in the Middle East by PBS: [“Global Connections: The Middle East”](#)
 - An Overview of Religion in the Middle East by The Arab American Museum: [“Three Faiths with One God”](#)
 - ["Who Are Sufi Muslims and Why Do Some Extremists Hate Them?"](#) created by *The New York Times*.
1. Based on these informational sources, explain two ways religion has contributed to conflicts between different groups of people. Substantiate your response with specific evidence. **(one paragraph)**

Gender Relations:

- A history of [Egyptian Feminism](#) from *The Ohio State University*.
2. Based on the information available on the Egyptian Feminism website, what was the position of women in terms of gender equality in 1952 and 2011? Give one specific example for each time period that substantiates your claims. **(one paragraph)**

After studying the following two texts (article by El-Naggar and Ali’s TED Talk), respond to the following questions **for each text**. Complete #3-5 for both of the texts listed below.

- [“Family Life According to the Brotherhood”](#) by Mona El-Naggar
 - [What Does the Quran say about a Muslim woman's hijab?](#) Delivered by Samina Ali. TEDxUniversityofNevada.
3. What argument does the text make about gender relations in the Arab world?
 4. What is the author’s substantiation for the claims she makes?
 5. What bias does the author maintain? How do you know?

Freedom of Expression:

View the following websites to understand the freedom of expression in Egypt. After examining each text, respond holistically to the questions that follow.

- [“Hieroglyphics That Won’t Be Silenced”](#) by *The New York Times*
- [“Revolution Graffiti”](#) Facebook page
- [“We are all Khaled Said”](#) Facebook page

6. Which article/informational source do you find most interesting and/or appealing? Explain why.

7. How does this text (the one you found most interesting) employ features of its genre to convey its purpose?

D. Understanding Global Connections (1 - 1 ½ page essay response)

- ★ Please find a text (an article, a poem, a song, an image, etc.) that is derived from recent protests and social/political revolution in the United States *within the last 10 years*. Include a proper MLA citation of your text.
 - ★ Write a **close reading** of this text in which you explore the following question: **What do insiders gain and outsiders lose because of cultural nuances?**
 - In your introduction paragraph, set your text’s context. Explain when and where it was published and what it is in response to. Do a little research about your source/author/creator. Include this research in your response (should be in the intro; can be in body paragraph(s), or conclusion, depending on the argument you are constructing) and explain how the author’s bias, reputation and/or authorial purpose affects the message and reader response.
 - Your response should focus on language, context, and meaning, and how these are connected.
 - Substantiate all claims with plenty of specific evidence/concrete details!
 - Attach/embed a copy of your text.
- Consider the following questions to help you develop your response (you do not need to answer these directly; rather, develop your own cohesive essay response):
- Is the power of the text strengthened by our contextual knowledge of current events? How important is context in understanding a text?
 - Could the text evoke the same feelings between a person of the U.S. and a person outside the U.S.?
 - Does the text resonate differently for different populations in the U.S.? How so? (Disclaimer: be careful in making sweeping generalizations in answering this question)
 - What similarities do you see between the text you selected and what you have studied about Egypt? Are there common themes? Is it just geography that differentiates protesters?

[IMPORTANT First day information and M.L.A. Instructions.](#)

On the first day of class, you will be asked to upload all of your work to turnitin.com. We look forward to learning with you this school year! It is your responsibility to have this assignment completed by the first day of school. No excuses for incomplete or late assignments will be accepted. You can do this!

The following will help guide your citations, evidence integration, and Works Cited and Bibliography:

Modern Language Association Guidelines/ International Baccalaureate Language and Literature

Here are some specific examples of how you can properly cite information that you read. These few examples should give you a starting point. When we use JSTOR articles, the citations are conveniently included! Most of the other sources are from professional websites, online newspapers, scholarly journals, interviews and radio programs. The idea is to be aware of citing properly and giving credit where credit is due. We will try to perfect our citation skills this year before we move on in our academic careers.

Example 1: You want to quote an article using an in-line quotation.

According to the “Gamal Abdel Nasser” article, “Gamal Abdel Nasser of Egypt was born in 1918 and died in 1970. Nasser was a pivotal figure in the recent history of the Middle East and played a highly prominent role in the 1956 Suez Crisis” (Trueman). The Suez Canal is an important trade route and, because Nasser was involved in solving this crisis, it is an important part of his legacy. One can begin to understand why Nasser decided to nationalize the canal; it was an excellent way to generate income for Egyptians.

Example 2: The article does not have a specific author:

According to the “Gamal Abdel Nasser” article, “Gamal Abdel Nasser of Egypt was born in 1918 and died in 1970. Nasser was a pivotal figure in the recent history of the Middle East and played a highly prominent role in the 1956 Suez Crisis” (historylearningsite.co.uk). The Suez Canal is an important trade route and because Nasser was involved in solving this crisis, it is an important part of his legacy. One can begin to understand why Nasser decided to nationalize the canal; it was an excellent way to generate income for Egyptians.

Example 3: You read information and paraphrase it as part of your answer.

Nawar Al-Hassan Golley, the author of “Is feminism relevant to Arab women?” offers interesting and controversial information regarding the position of women in Arab societies. Golley explains the history of the hijab and explains that, while it has been a part of the culture for a long time, women are seen as powerful in certain situations (525). For instance, a woman’s voice is an integral part of familial decisions, especially political decisions (Golley 526). (notice *the two different page numbers*)

A bibliography (or works referenced page) is everything you read prior to and during your research. A works cited page includes only those works you actually cite. Some teachers and professors will ask for both. Below is a brief example of what these will look like:

Author(s). "Title of Article." *Title of periodical or website*. Day Month Year of creation: pages. Medium of publication. Date of access (if website). <url (if website)>.

Al-Hassan Golley. “Is feminism relevant to Arab women?” *Third World Quarterly*. 25 March 2003: 521-536. Print.

Trueman, Chris. “Gamal Abdel Nasser: Egyptian President from 1956-1970.” *History Learning Website*. 2 August 2013. Web. August 26, 2013.

<http://www.historylearningsite.co.uk/gamal_abdel_nasser.htm>

***if you cannot find the date of a text’s creation, write n.d.**

***Unless you must list the Website name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com>.**

Questions?

Ms. Rutigliano: jrutigliano@seq.org

Ms. Vaughan: nvaughan@seq.org

Ms. Martinez: hmartinez@seq.org

Ms. DeVoe: edevoe@seq.org