**SYLLABUS PERS 2002**

Welcome to Intermediate Persian II. To develop an intermediate level of proficiency in Perisan, students need to come to class well-prepared and participate actively.

**Learning Objectives**: Upon successful completely of this course, students should be able to:

* Communicate at an intermediate level in modern Tehrani semi-formal Farsi. Students should be able to speak Farsi enough to communicate in a variety of everyday settings and read and write primary texts in modern Tehrani semi - formal Farsi. We will insist on heard and spoken language and cultural awareness and literacy as much as the reading and writing skills.
* Understand the human geography and culture of Iran, using handouts and excerpts on the provinces, Persian artifacts, Iranian music, Persian poetry, cinema and more.
* Demonstrate an ability to participate in everyday life activities such as buying food, making train or plane reservations, seeing a doctor or renting a house.
* Understand basics of Persian culture, mode of life and customs today.

**Required textbook**:

Rafiee, Abdi: Colloquial Persian, a complete course for beginners. Routledge, London and New York 2010 or any recent available edition.

+ Handouts: Excerpts from Learning Persian books 2 & 3, Simin Mohajer, Mahvash Shahegh, Ibex publishers Bethesda, Maryland, 2010 or later edition.

**Suggested Dictionaries**:

**Dehghani,** Yavar. Persian- English / English- Persian: Learner’s dictionary. Ibex Publishers, Bethesda, MD 2006.

**Gilani**, Dariush. An English- Persian dictionary. Ibex Publishers, Bethesda, MD 2002.

**Evaluation:**

* **Class participation 7%**
* **Homework 8%**
* **3 Tests (15 % each) 45%**
* **2 group presentations / 1 research project 14%**
* **Research project 6%**
* **Final Exam: 20%**

Students taking this course on a pass/fail or audit basis MUST earn at least the minimum final grade of 60 (D) in order to successfully pass the course. Class presence and participation are monitored.

**Class participation**:

Regular class attendance and full participation to the class activities are absolute requirements. Students are expected to come to class fully prepared to participate in class activities. Your class participation is evaluated on a 10-point in each class period:

10 = high degree of both active participation and preparedness

9 = moderate degree of active participation and high degree of preparedness

8 = moderate degree of both active participation and preparedness

7 = low degree of active participation and preparation

5 = present but barely effective or often shows signs of inattention

0 = absent

Your overall average is used to calculate the class participation part of the grade. If students engage in activities which indicate their inattention or non-participation in the classroom activities (e.g. falling asleep, text-messaging, doing homework, reading irrelevant materials, etc.), they will receive a score of 7 or below for the class period. Students are not allowed to use their computers, cellphones in class unless directed otherwise. Failure to comply with this will result in lowering their participation and performance grades. Students are allowed to miss a class without penalty up to two times. At the same time, the GT rules and regulations (<http://www.catalog.gatech.edu/rules/4/>) will be honored, which allow the absences due to the participations in approved Institute activities and governs other attendance issues, such as absences due to funerals, participation in particular religious observation, jury duty, etc.

Daily participation grades can be accessed through Canvas’ Gradebook weekly.

Arriving late more than 10 minutes late counts as an absence.

**Academic Honesty:**

**This course complies with GT Academic Honor Code**: please see [www.honor.gatech.edu](file:///C:\Users\ds49\Desktop\DRAFTS\www.honor.gatech.edu).  Avoid plagiarism and always quote all your sources. Submitting as yours, any work other than your own is also a violation of the Academic Honor Code. When working on homework, you may not work with other students, and doing such is a violation of the GT Academic Honor Code. On the other hand, working collaboratively on your group project is strongly encouraged. Any form of cheating (be it on an essay or a test or any other assignment) unethical and unacceptable and a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. For any questions involving these or any other Academic Honor Code issues, please consult me or click [www.honor.gatech.edu](http://www.honor.gatech.edu/)

Disabled Persons Assistance

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. <http://disabilityservices.gatech.edu>

**- All homework is to be done before coming to class. Standard class preparation time is 60 minutes daily, 4 days a week.**

**- No make-ups for missed tests, unless very specific circumstances: Sickness (doctor’s exc. letter) or academic extra curricular activities such as conf. or interviews etc. all documented.**

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| **Monday 8**  **Review:**  **Present and Past tense;**  **Review** | **W 10**  **Comparing continuous, Progressive tenses (with to have auxiliary vb)** | **Friday 12**  **Emphatic & Reflexive pronouns R. 121- 122** |
| **M15**  **MLK day**  **No class** | **W17**  **Personal pronouns + preposition used as Ind.Obj: bâhât: Bâ to/ azat: az to /Behet: be to** | F19  **Pers. pron.+ collapsed preposition used with Past Perfect: Behet gofteh bud keh emruz kelâs nadârim**? |
| **M22**  **Describing physical appearances: Rafiee p. 119- 123 Dialogue 2:**  **Ahmad has just been pick-pocketed ..** | **W24**  **Comprehension R 125 “Here’s how Ali described what happened..”**  **Past perfect R. 122-123** | **F26**  **Your hobbies R-143-144**  **Possessive pronouns collapsed or separate? R144-145** |
| M 29  **Reporting an incident to the police:**  **Physical description: p. 124- 125** | **W 31**  **Documentary**  **(The seven faces of Civilization) + the after- Islam rebirth** | **Feb 2**  **Keh: The relative pronoun and the conjunction. R 133- 138 – Comprehension: 137- An Iranian relative left a message on your answering machine.** |
| **M 5**  **Keh as simple & compound conjuction Chonkeh/ Zirâkeh / cheh behtar keh/ barâye-in-keh**  **Ham/ cherâ / agar/ magar / hamintorp. 124-125** | **W 7**  **A phone call: 126-127+130**  **Phone conversation etiquette.** | **F 9**  **Using the suffix Heh to indicate a period of time: do- sâleh/se-ruzeh**  **ex: a 3 year program / a 2 week trip / a 2 day workshop** |
| **M 12**  **Gardesh (going out) discussing the Weather + the Conditional tense**  **R 139 -142** | **W 14**  **At the doctor’s office: Body parts, diseases and conditions: Dialog p. 172-173 + 177** | **F 16**    **TEST 1** |
| **M 19**  **Farsi & Arabic plurals p. 120-122**  **Haa/ Aan / Aat and The broken Arabic plural. Noghteh/ Noghât** | **W 21**  **A villa for sale:**  **Renting an apartment p.136-137** | **F 23**  **Movie** |

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| **M 26**  **Looking for a rental flat. P.130-132**  **+ extra vocab. on housing** | **W 28**  **Kharid; A visit to a clothing store**; **Dialog p. 151-152** | **March 2**  **Kharid: the store etiquette. Discussing the price / How to haggle politely: Taârof kardan** |
| **March 5**  **The compound adjectives: Prefixes & Suffixes: p.138-139** | **W 7**  **Kharid: In a corner shop p 156-157 /Shopping for fruit and vegetables + Money** | **F 9**  **Persian Calligraphy**  **Workshop**  **From 1:00 to 4:00** |
| **M 12**  **Lesson 16:**  **Celebrating Nowruz: p. 196- 200** | **W 14**  **Docu on Nowruz:**  **The Persian New Year celebrated in Iran, Azerbaijan and Central Asia** | **F 16**  **Presentation 2:**  **Being a tourist guide: with a partner: Choose a province or city of Iran and take a group of tourists for a tour of the region/ city.** |
| **M 19**  **Spring Break**  **Keep your Tuesday Night free for fun and food at**  **Chahar Shanbeh Soori**  **The Fire Festival, jump over the fire with the Iranian community at the Kanoon.** | **W 21**  **NOWRUZ**  **Persian New Year**  **Spring Equinox**  **Take a picture around a Haft Seen with friends and family.** | **F 23**  ***Spring Break***  **Nowruz at Gatech**  **(GT Farsi students get half price tickets for dinner and dance location to be announced)/ ++GT Iranian Sdt Associat. See face book for Nowruz at Gatech.** |

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| **M 26**  **Lesson 12: Farsi language and script. 144-150** | **W 28**  **Test 2** | **F 30**  **The Persian poets 1: Ferdowsi/ Saadi / Haafez/** |
| **April 2**  **Lesson 10: Esfahan “Half of the world”** p. 118-**122 See documentary on Esfahan, the Safavid capital** | **W 8**  **Lesson 11: Shirâz**  **p. 130-133** | **F 10**  **The Persian poets 2: Khayaam/ Rumi**  **But also Nima Yushij & Forough Farokhzad** |
| **M9**  **Lesson 20:; An Iranian -American family: Mohajer book p.198 Magar..? / Cherâ: don’t you..? emphatic question and answer R 123** | **W15**  **The Future tense** | **F17**  **Presentation 3: Persians contributions to the world scientific heritage: Avicenna, Rhazes, Khayyam, Fârâbi, Kharazmi, Nasiruddin Tusi … chose from a list of 120 on Wikipedia.** |
| **M16**  **Test 3** | **W18**  **Presentation 3: Persians contributions to the world heritage: Avicenna, Khayyam … choose from a list of 20.** | **F20**  **Review**  **3 pasts/ subjtve & Imprt/**  **Condtl / Future** |

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| ***M 23***  **REVIEW**  **Last Day of class** | **For a quick grammar review see Rafiee**  **p. 237- 247** |  |

**Final Exam: Wednesday May 2nd 8:00 – 10:50 AM**

**Other resources:**

**Persian History, literature and culture**:

**Axworthy**, Michael. A History of Iran: Empire of the mind. Basic Books 2010.

**Katouzian**, Homa. The Persians: Ancient, Mediaeval and Modern Iran. Yale University Press, New Haven, 2010.

**Iranian movies**:

A time for drunken horses by Bahman Ghobadi 2000.(Camera d’Or Award Cannes Festival 2000)

The color of paradise by Majid Majidi 1999.

The Keeper: The legend of Omar Kayyam. By Keyvan Mashayekh. 2005.

It’s winter. Rafi Pitts, based on the story “Safar” by Mahmoud Dowlatabadi, one of the most recognized contemporary novelists of Iran. 2006.

A Separation. Asghar Farhadi, 2011 (Academy Award best foreign film 2012)

Persepolis. Marjane Satrapi and Vincent Parronaud, 2007. Animation

A film about a young girl’s coming of age in Iran, during the Islamic Revolution.(Jury price Cannes festival 2007, nomination for Academy award).

The salesman: Asghar Farhadi, Academy award 2017.

IRAN: Seven Faces of a civilization: A documentary about the History of the Persian Empire from antiquity to today’s Iran. By Sunrise Visual Innovations Ltd, 2007.

Handouts on History and Culture distributed in class + many websites providing linguistic and cultural insights:

See on YouTube Manoto on different topics including **Café Denj** and **Befarmaid sham**.

See **easypersian.com**: Free online Farsi language lessons

See [www.chaiandconversation.com](http://www.chaiandconversation.com) for grammar and pronunciation practice.

[**Iran Chamber Society**](http://www.iranchamber.com/)**,** *www.****iranchamber****.com:*You +1'd this publicly. [Undo](http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADRA_enUS445US445)

Information on an extensive variety of subjects related to Iran.

**Encyclopaedia Iranica: iranicaonline.org:**

A comprehensive research tool dedicated to the study of Iranian civilization in the Middle East, the Causasus, Central Asia and the Indian subcontinent. From Archeology to political sciences, Iranica is a collaborative project based at the Columbia University.

**Extracurricular activities:** The ancient civilization in which festivals are rooted have been preserved in many ways through a continuity of practices and traditions that help holding together people of different languages, religions and ethnicity. One class session is dedicated to Iranian’s diversity and includes the projection of several short documentary videos. Students are invited to participate in the **Chaharshanbeh Soory**, the Fire Festival that precedes the Persian New Year, and the **Nowruz** celebration by the Iranian community of Atlanta.