

Arabic Summer Language Institute



المعطل الصيفي
للغة العربية

On-Campus Program

Overview

The 2010 CSUSB Arabic Summer Language Intensive Program marks the fourth year in operation and continues to be one of the most engaging, diverse, comprehensive and affordable Arabic Language Summer programs in the United States. It is a robust program that integrates Modern Standard Arabic (MSA) with colloquial Arabic, developing all students' language skills with special emphasis on communication.

Both components, the residential-immersion in the United States and the study abroad in Jordan, are carefully planned to engage students and provide a stimulating learning environment. In addition to building language proficiency, participants gain a thorough understanding of Arabic cultures; are exposed to authentic material from the Arab world and connect with members of the Arab community, as well as with institutions conducting business in the Arab world.

The program is partially funded through several grants, including the California State University's Strategic Language Initiative, StarTalk and Project GO. Additional support is also provided by CSUSB's College of Arts and Letters, the Department of World Languages and Literatures and the Center for Islamic and Middle Eastern Studies. Community support and involvement are also critical factors in the successful implementation of the program.

Academic Aspects

During the Summer Program, the Arabic language is taught in context by exposing participants to real-life situations and building their confidence in expressing themselves in Arabic. In addition, students gradually gain understanding and appreciation for the historic, cultural, and socio-political aspects of the Arab world. Classroom and lab work are supplemented with daily extra curricular activities. These include games, calligraphy, music, poetry, movies, discussion, cooking,

folkloric dance and interaction with guest speakers. All activities, weekly field trips and camping excursions are conducted from early mornings to late evenings. The program is extremely demanding and stimulating; it is not uncommon to find students working on their projects, practicing their oral skills, and preparing a late-night snack at 2 or 3 a.m. The program director's repeated attempts to impose the 1 a.m. study curfew have once again failed!

Students who participated in this year's residential program in San Bernardino earned between 12-18 quarter units in Arabic language and Arabic-related studies. Those among them who successfully completed the residential program will have the opportunity to continue to study Arabic through the 2010-2011 academic year in order to prepare for a study abroad program during the summer 2011.

Students who studied abroad during Summer 2010 earned 14-18 quarter units in the Arabic language. All students enhanced this special international experience by undertaking an internship, helping out in a community service project, and connecting with the people and cultures of the Middle East.

Upon completion of both the residential and study abroad programs, students usually earn a minor or certificate in Arabic. Those who take a few more content-based courses can also opt to receive the Bachelors of Arts in Arabic language and culture, the first such degree in the 23 campus-wide CSU system. If carefully planned, students can also earn a minor or certificate in Islamic and Middle Eastern studies and complete several requirements for a degree in Business Administration (International track).



Students learn in the classroom in meaningful activities (leisure and academic) and by visiting local Arabic-speaking communities.



Cultural Program & Banquet

August 7, 2010



Friday Field Trips

Little Arabia – Friday July 2, 2010

Our first field trip led us to Orange County's Little Arabia, also known as Little Gaza. That morning started with a visit to the Kingdom Hall of the Jehovah's Witnesses in Corona, where a large number of Arab-Americans warmly welcomed us at an all-Arabic convention. Later, we headed out for a short



breakfast stop at Cham-Ya Restaurant in Anaheim, where we tasted cheese and *zaatar* (thyme) *manqouche* and sipped flavorful hot tea with lots of sugar – the way Arabs drink it. Then, we went to our all-time favorite Jarir Bookstore where faculty and students spent more than two hours buying books, flash cards, posters and Arabic language learning aids ... and, yes, students are using them! Afterward, we



visited the Islamic Center of Garden Grove to observe the weekly Friday congregational sermon. We also learned about Islamic architecture and various services that the center provides. The day couldn't end before shopping at a large Arab community market place, King of Fruits, then going to Al-Anwar Fashion to purchase garments imported from Morocco all the way



to Iraq. Our final stop was at Victory restaurant, where we ate lamb and chicken *shawarma* and *falafel*, sampled desserts, sang, and practiced *dabka*, an Arabic folkloric dance.



West side – Friday, July 9, 2010

Our second field trip took us first to the Levantine Cultural Center in West Los Angeles, where we listened to oriental music and met artists and community activists who try to bridge the political,



social, cultural and religious divides among the different communities in the Middle East. We learned that genuine and lasting peace in the Middle East will only be achieved when people recognize their differences and learn to respect their respective heritage. We then headed to the Los Angeles County Museum of Art to take a guided tour of the museum's extensive Islamic art collection. The museum had artifacts from all the Islamic periods (early Islam, medieval, late and contemporary) and from multiple regions, such as the Ottoman, the Chinese, the Safavid, the Indian, the North African and the Levantine regions. We completed our field trip at The Cedars restaurant in Pasadena, where we ate the famed Lebanese *meza* (sampling many hors d'oeuvres) and practiced our *dabka* dancing.



Field Trip Highlights



Strategic Language Initiative



The California State University system received \$1.5 million in federal funds in 2009-10 to continue a program begun in 2007 to train students in critically needed foreign languages. The multi-campus program focuses on training more students who can work the public or private sector jobs utilizing strategically important foreign languages such as Arabic, Chinese, Persian, Russian and Korean.

CSUSB is the original campus designated for Arabic instruction in California State University's Strategic Language Initiative (SLI); San Jose opened its SLI program this summer following the CSUSB model.

SLI students must agree to participate in a rigorous 15-month program that begins with the on-campus summer institute. Our SLI recipients came this year from several CSU campuses (Chico, Humboldt, Long Beach, San Bernardino, San Francisco, Stanislaus and Fullerton), as well as the University of California (Riverside, Santa Barbara) and community colleges (Chaffey,

Riverside). After continuing their language study during the school year, participants travel to Jordan and study at the Qasid Institute in Amman.

Preliminary assessment data collected from past SLI participants shows an average language development progress that significantly exceeds traditional classroom and course-based programs. Whereas most students would take more than four years to reach the Intermediate-High to Advanced levels, the majority of SLI Arabic students achieve this goal in 15 months!

Compared to other models of critical language development, the SLI model is very cost-efficient and effective in advancing a large group of undergraduate and graduate students through several language proficiency levels across multiple campuses in a relatively short time period, for a fraction of the funding available to other programs. The legacy of this federal investment will be an instructional model sustained by the CSU system that effectively

responds to the national challenge to graduate more professionals with language and cultural knowledge and skills for an increasingly interdependent global world.

To date, 40 students have completed the SLI Arabic program since 2007. Twelve new students were awarded scholarships this summer. Funding has been extended through summer 2011.



Strategic Language Initiative Scholarship students culminate their 15 months of study with nine weeks in Jordan.



STARTALK

Start Talking!



The 2010 Arabic Summer Language Institute received support from a **StarTalk** grant. This grant allowed us to admit 35 high school students into the program at a greatly reduced cost (21 students completed the program). **StarTalk's** mission is to increase the number of Americans learning, speaking, and teaching critical need foreign languages. The grant focuses on creative and engaging summer experiences that strive to exemplify best practices in language education.

There are 80 **StarTalk** student programs in the U.S., only 20 of which are in Arabic (the other languages are Chinese, Hindi,

Persian, Swahili, Turk-ish and Urdu). **StarTalk** programs are divided between those offered to students – from kindergarten through college – who wish to learn one of the targeted languages and those offered to prospective and current teachers of the language (57 programs in 2010, 14 of which are in Arabic). Most of the programs are one to four weeks in length. The CSUSB **StarTalk** project not only offers seven weeks of instruction, it is the only program to continue classes from September through February. By the end of the nine-month program, most of the CSUSB **StarTalk** students will earn 20 units of college credit.

High school students are fully integrated into the program, participating in the elective courses (dance, calligraphy, *Tajweed*), enjoying the field trip excursions to visit local communities and venturing into the local mountains or sunny beaches for our camping trips.

Over \$20,000 in scholarships helped to support this year's **StarTalk** students. Under a special arrangement, the campus extended the High School University program for the Arabic program only (this program is suspended across the university due to the budget crisis).



In Fall 2009, CSUSB received a \$100,000 "link" grant to the San Diego State "Hub" grant to provide language training in Arabic, Persian and Russian to Army ROTC cadets in programs affiliated with CSUSB and Claremont McKenna College commands.

Project GO is funded by the U.S. Department of Defense. This initiative brings together the National Security Education Program, 24 U.S. universities, the Defense Language Office, and three military services to promote global awareness and language proficiency among future military officers. Through cooperative

arrangements, the SDSU Hub grant (which supports all military service branches) and the CSUSB grant were able to support nearly 50 cadets this summer.

In Summer 2010, five Army cadets from the CSUSB grant were sponsored to study languages at our sister programs in Arabic (one cadet), Persian (one cadet) and Russian (three cadets) at SDSU from May to July. In return, two SDSU cadets joined the CSUSB program in Jordan this summer. The Project GO grant also sponsored eight cadets (four Air Force and four Army) to study Arabic at CSUSB this summer. We were

especially pleased to have three out-of-state cadets join the summer program. In total, more than \$75,000 in scholarships helped to pay for their tuition, housing and fees for summer study.

During the school year, the Project GO grant provides scholarships for non-CSUSB students to register for classes, tutoring support for critical language classes and study abroad trips during holiday breaks.

On-Campus Program: 101 Class



Barton Buckner



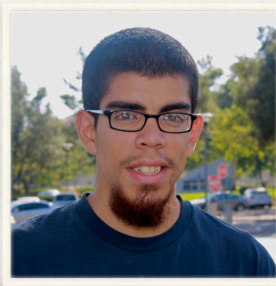
Deniss De La Rosa



Stephen El-Khatib



Nadia Naghed
Baradaran Hajjar



Carlos Llanes



Jaymee Moore



Taylor Moore



Marcella Morgan



Brittany Muffet



Christine Sponsler



Ustath Mahmoud
Harmoush



On-Campus Program: 101 Class



Brenda Armstrong



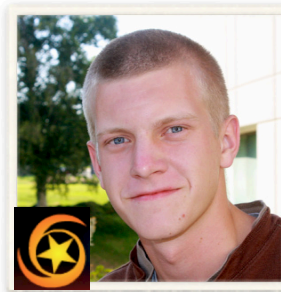
Tony Calloway



Jessica D'Ambrosio



Travis Donselman



Troy Drabek



Shirajul Haque



Nadav Hart



Joel Martinez



Sarah Schneider



Imani Singleton



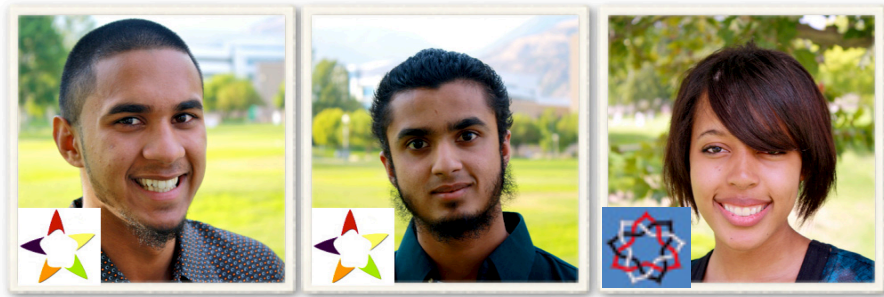
Veronica Vazquez



Ustath Ayman
Ramadan



On-Campus Program: 103 Class



Imran Ali

Nizaam Ali

Natalie Bedney



Candy Estevez

Luisana Leos

Monica Mills

Abdul-Rahman
Nasser



Sanaa Salah

Ali Timaji

Issack Vaid



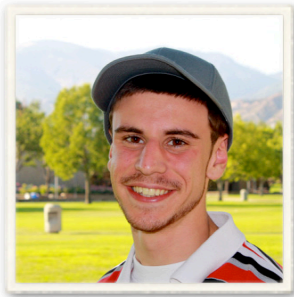
Ustatha Afaf
Nash



On-Campus Program: 1XX Class



Jawad Frangieh



Tariq Frangieh



Keith McCammon



Mahmood Nabili



Lana Ramadan



Sammy Ramoni



Jamel Salah



Ustatha Maha
El-Bidaoui



On-Campus Program: 201 Class



Laura Brantley



Andrei Cuesta



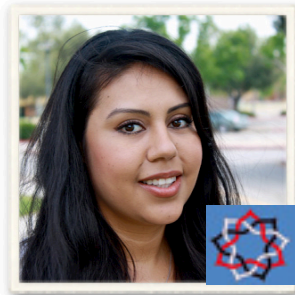
Heather Dugas



Kali Kreitz



Soheila Naghedi
Baradaran Hajjar



Wendy Ortiz



Alizain Parekh



Ustath Gaby
Semaan



On-Campus Program: 301 Class



Mohammad Asrar

Andrew Brake

Jaber Harmoush



Batul Kanawati

Bilal Massoud

Sharif Massoud

Ammal Nabils



Jenna Nimri

Jessica Page

Alex Yousif



Ustatha Huda
Aljord



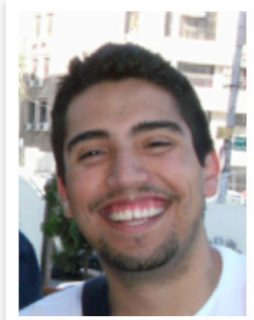
Peer Mentors



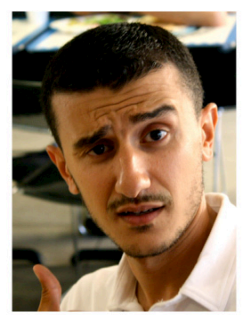
Nada Kaoud,
Lead Mentor



Mohamad Alamad,
Peer Mentor



Enrique Armenta,
Peer Mentor



Anas Daghmoumi,
Peer Mentor



Shatha Kaoud,
Peer Mentor



Huda Kaoud,
Peer Mentor



Mahbuba Hammad,
Peer Mentor



Gregory Richardson,
Peer Mentor



Iman Eid,
Peer Mentor



Achraf Mansour,
Peer Mentor

Instructors & Staff



Dr. Dany Doueiri,
Program Director



Majeda Hurania-
Ahmad,
Jordan Mentor



Nabila Mitwally,
Dance Instructor



Imad Bayoun,
Calligraphy Instructor



Zaride Saleh,
Cooking Instructor



Dr. Terri Nelson,
Department Chair



and our wonderful
colleagues at Qasid who
taught the students with
great care and talent.



Dr. Eri Yasuhara,
Dean, College of
Arts & Letters



Georgia Pallas,
Program Assistant



Cynthia Moss,
Dept. Secretary



Alysha Timmons,
MMLC Director



Parri Semaan,
Volunteer



Chris Celis
MMLC Assistant

Plus the SLI team in Long Beach who came up with the idea of Summer Language Institute: Dean Gerry Riposa, Dr. KimOanh Nguyen-Lam, Dr. Jutta Birmele and Dr. Frank Fata!

Study Abroad Amman, Jordan

During summer 2010, the CSUSB Arabic program sent its third cohort of students to study Arabic language abroad. The students had already gained Arabic language and cultural knowledge by participating in the intensive residential program in San Bernardino in Summer 2009.

Students joined an enriching, stimulating, and educationally rewarding and learner-centered summer experience in Jordan. Their program was carefully designed to make sure they received in-depth and first-hand knowledge of the Arab people, the language, cultures and traditions. This was a cooperative endeavor between the Department of World Languages and Literatures at CSUSB and Qasid Institute in Amman.

Classes at Qasid

Our students received formal language training at the Qasid Institute. The Institute was selected again due to its professional staff and outstanding instructional faculty members who are recruited from among the most dedicated and experienced teachers in Jordan. In addition, CSUSB's own faculty accompanied the students, attended classes, participated in activities, and resided in the same facility.



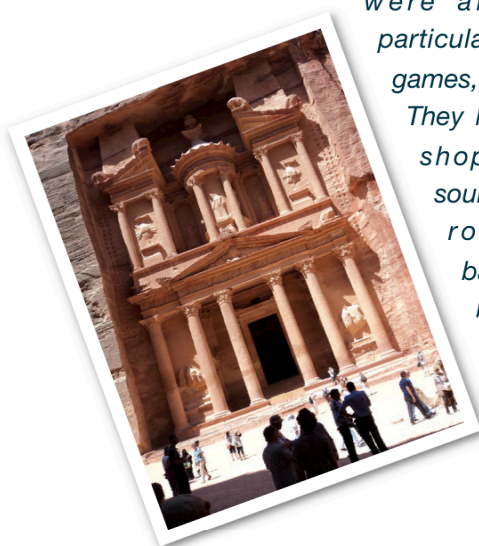


Internships & Community Service

Most students were required to spend time performing work at an organization by either serving as an intern or by doing community service. The purpose of this exercise is to connect with the local population and exchange real-life experience and ideas. It also aims at broadening students' professional growth outside the academic setting and increasing their understanding of the socio-cultural, political and economic issues related to the Arab world. Some organizations were public agencies while others were private or non-profit.

Life in Jordan

The program also expected the students to explore day-to-day life of the local residents. While opportunities to connect with the Jordanian people were ample, students particularly enjoyed sport games, concerts and plays. They listened to lectures, shopped at popular souks, got hair cuts at round-the-corner barber shops, visited bookstores, walked in public parks, and attended social events.



Field Trips

Although small in geographic size, Jordan is actually home to many world acclaimed sites such as P e t r a , Jarash, the Crusaders' Castle, Aqaba, the

Dead Sea, Wadi Rum

and Salt. Our students participated in several guided field trips exploring Jordan's natural physical and man-made wonders. They camped overnight, hiked, explored and documented their experiences and discoveries online and in journals.

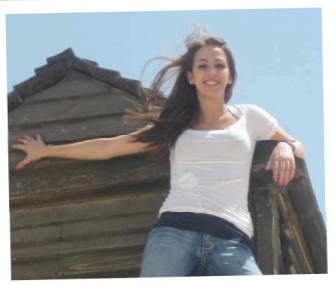


Time to go home?

CSUSB's nine-week program in Jordan was not long enough to fully benefit from the study abroad experience. Most students stayed a few weeks to few months longer in the region. Some decided to visit other neighboring countries while others still continued their voluntary work and study in Jordan. All agree that the experience was unforgettable.



Nova Al-Helo, B.A. in Psychology & Arabic 2010, CSUSB



The person I am today has been molded by the influence of the Arabic language as

well as the Middle East as a whole; although it has always been a part of who I am. I am of Arabic heritage; however, I have never had the opportunity to learn how to properly speak, read or write the Arabic language. This opportunity that was presented to me to study abroad in an Arabic - speaking country has enriched my personal growth as well as my academic growth. Throughout my stay here in Amman, Jordan, I truly fell in love with the culture along with the

connection amongst the people through the Arabic language. Throughout my time here in Amman, I have learned to translate Arabic songs and poetry efficiently, which has increased my appreciation for, as well as strengthen my viewpoint on, the Arabic language. I have found an underlying beauty in the language itself, which provides many different ways to feel and describe emotions with passion, humility, fear, and grief that can be literally felt when one reads the simple words within a poem.

The first encounter that I experienced with this moment of beauty was during the Arabic program on campus at CSUSB when we studied a song written by Nizar Qabbani and sung by Kazem Al Saher. Now looking back to that time during our program last year, I can say that I was moved by the words of his songs. During our field trips music was also a way to take a break from the book and experience the language personally and emotionally. It made the interaction amongst one another stronger simply as people dancing in the bus, in the classroom or during our stay in Big Bear. Now that I'm here

in Jordan, I can see a stronger relationship between music and the people, and it is definitely part of the culture.

My most memorable experience here is our field trip to Wadi Rum, where we spent the night camping with the Bedouins; the overall experience was amazing. The food we had to eat was prepared underground in the sand and we had dinner in a tent Bedouin style on the floor. Along with the authentic taste of the food it made for an astounding experience. We spent the remainder of the night around the fire where we sang songs together, danced and simply enjoyed each other's company.

Here it all made sense. I finally discovered why music is a big part of the Arabic culture and a way to strongly express feelings and emotions. The study abroad experience was not only a challenging way to learn a language but an absolute necessity for whomever wants to attempt to understand a culture and everything that comes with it.

This memory would not have been part of my life experience if it were not for the support of my parents encouraging me and being so prideful of my effort in taking this step to find the answers to my heritage and culture. In addition, it was and is the support of my professors that kept me going when I was in the middle of letting go. Prof. Majida Hourani is more than a teacher and a friend; she is family and has been there for all of us. Majida has been supporting us, entertaining us, solving problems that came up and has been a negotiator for the well-being of her students. She cares for our academic grades and gave up her free time and home for us to study with her. She stayed up worrying about our comfort in a foreign country and fought for us to be treated with the highest levels of respect, honesty and fairness in and out of the school setting. Thank you.



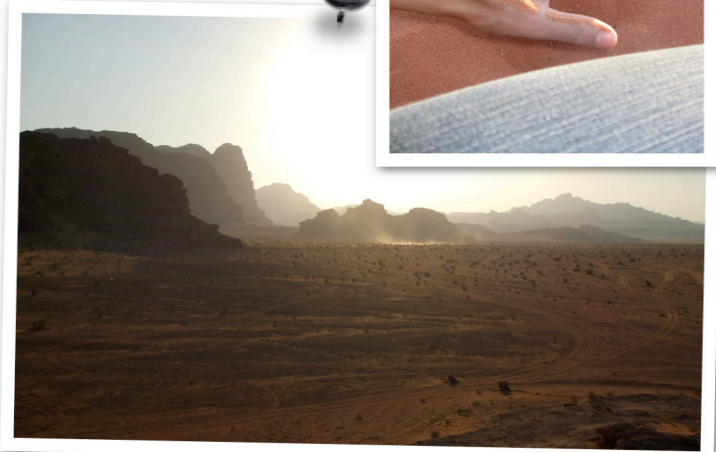
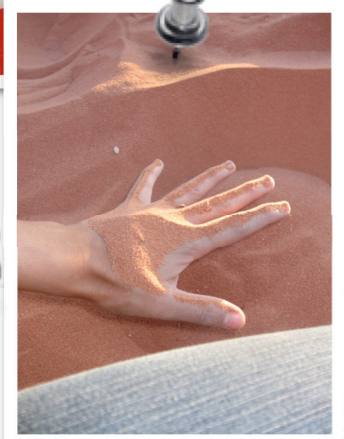
Marwa Almasri, B.A. in Graphic Design & Arabic 2011, CSUSB

My decision to study Arabic was truly not my own; I was inspired by a professor I came across while studying at Cal State San Bernardino, and he convinced me I should try it. I had already taken a few courses and am a native speaker, so I decided it would be an excellent way to continue to learn more about the language of my heritage. Having been raised with Arabic, I was certain I would enjoy it, but I had never considered completing a degree in Arabic, because my knowledge of the language made me aware of what an incredibly difficult language it is. Learning a language in itself is tough, but picking such a difficult one was a ridiculous decision. Still, I trusted my professor's courage and faith in me. This professor not only encouraged me, but also inspired me with his teaching skills and his love for the culture and language. His guidance, encouragement, and support were all major factors in helping me overcome all the difficulties I came across, and am honestly still coming across, while studying this rich language.

One of the most memorable experiences for me was actually sharing a home with the most amazing sisters and being there for each other when we all went through our own form of culture shock. Through this we each learned so much about how to deal with one another while in Amman learning a foreign language. Just talking to each other in Arabic has helped us not only strengthen our bonds but also our communication in this language.

Having Ustatha Majida here with us helped us stay true to our promise of only speaking Arabic to one another and to others around us. She has also helped us maintain our resolve to not give up or give in when we felt as though we had no more to offer, or when we lost our ability or will to keep moving forward. She encourages us every day and pushes us past what we consider to be our limits. If it were not for her, most of us would not have been able to complete the program or even come to the point we are at right now.

I have learned a lot about myself while abroad and am very thankful for this amazing opportunity. Learning all these different things has changed me as a person and has helped me appreciate the culture I was unable to experience growing up. I thank the people at Cal State San Bernardino for the Intensive Arabic Program and the opportunity it gave me.



Amina Aly, B.A. in Global Studies 2010, UC Santa Barbara



I refuse to accept the idea that the “isness” of man’s present nature makes him morally incapable of reaching up for the eternal “oughtness” that forever confronts him.

These words of Martin Luther King Jr. resonated in my mind and heart the summer of 2001, and have never left me. That summer, my family was visiting relatives in Alexandria, Egypt. One day at the beach, in the shadows of Qaitbey Castle, I observed a child who demonstrated autistic behaviors. He was running sand through his fingers over and over again while his mother struggled to control him. I approached them and gained his attention using discrete trial techniques. (This is something I had done for years in helping and teaching my own younger brother.) His mother exploded with questions, imploring to know more about this behavioral technique, yet I found myself struggling and challenged in speaking Arabic. Fortunately, my sociable uncle became my translator and the connection was made. The mother’s eyes welled up as I showed her a few techniques to gain her son’s attention and response. I wondered why he hadn’t been through a behavioral intervention or received speech and language therapy. Early identification and treatment of autism (as early as age two) is of critical importance, and could improve his functioning and decrease his maladaptive behaviors. I felt bad that at age seven he may have a much harder time to learn. I felt even worse learning that there was no facility in Alexandria that offered programs for autistic children – and there ought to be! It was in this setting that I experienced a deeper meaning in intercultural relations, thus being the catalyst inspiring me to major in global studies at University of California, Santa Barbara, and learn Arabic. I want to assist, develop and improve educational methods in countries like Egypt.

In all my trips to Egypt I rarely saw people with disabilities such as autism. Sadly, they are kept at home and dismissed as untreatable lost cases. Society’s judgmental and sometimes harsh gaze forces parents to isolate them from view. There is a social stigma surrounding the disease. In effect, they are systematically discriminated against and subjected to global abuses. Help is needed to establish available resources, provide trained professionals, and begin effective early interventions. I want to play a part in establishing that.

With my Egyptian and Swedish heritage, and close ties to extended families in Egypt, I feel I can easily relate to different cultural attitudes and win their confidence in any help and guidance that I will provide. I know extraordinary challenges lie ahead in order to access care, and overcome discrimination, oppression and exclusion of individuals with autism in other countries, but I want to learn from those who have already established basic health care systems, and provided opportunities for disabled children abroad. The early identification and treatment of autism abroad requires this urgent global call to action. It’s essential to their life, and I’d like to be a part of it.

Brian Baker, B.A. in History 2008, Cal Poly & B.A. in Arabic 2010, CSUSB



My love and admiration for the Arabic language, and the rich culture that accompanies it, stems from my time as an undergraduate History student at Cal Poly. My primary interest of study as an amateur historian has been the country of Lebanon, and I have long desired to be able to read government documents from the beginning of the Lebanese Civil War in 1975 until its cessation in 1990. Upon

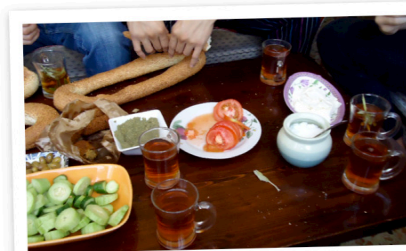
graduating, and with great fortune, I was introduced to the Arabic program at CSUSB. Prior to studying in Jordan, I participated in two Summer Arabic Intensive programs on the CSUSB campus; I also enrolled in every Arabic language class available during the regular school year. These years proved vital in laying a strong foundation for my basic Arabic language skills.

My experience in Jordan thus far has been greater than mere words can express. My visits to the significant historical sites in the country, such as the Treasury Monument at Petra, a 6th century Byzantine mosaic in the city of Madaba, and the Roman Theatre in Amman, have caused me to bask in childlike amazement. These experiences go part and parcel with my language studies; indeed, in order to fully understand a particular language, one must be immersed in the culture. From unpredictable conversations with taxi drivers to friendly visits with neighbors, my understanding of the Arabic culture has moved beyond the history books and media accounts.

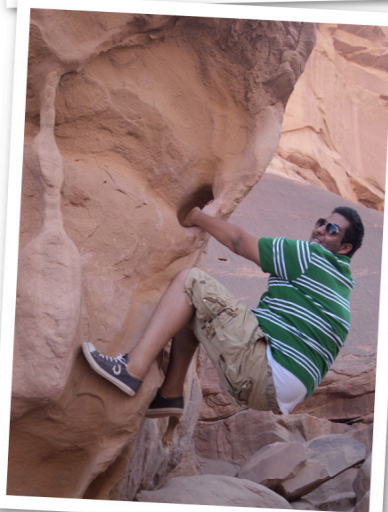
A significant reason why I love the Arabic language is the seemingly never-ending interchange between challenge and

reward. I remember trying to learn the alphabet during my first week of studying Arabic. Once I mastered the alphabet, I felt an incredible sense of accomplishment; nevertheless, another barrier was quickly placed in my way, as I had to learn how to read the words that the letters created. The long path that each student of Arabic must take is littered with grammar, pronunciation, and vocabulary. In the midst of these obstacles are flowing streams of knowledge and refreshing springs that hit the very depths of one's soul.

Several individuals and institutions merit my deep gratitude. I have developed a deep bond with Dr. Dany Doueiri. He has taken me and treated me as one of his own, and for that I am grateful. He will always be someone whom I aspire to be. Without the generous aid of the CSU Strategic Language Initiative Consortium, I would not be in this program. I thank all who are involved with SLI, and I hope that it continues to flourish. I have been especially blessed to develop a very special friendship with Huda and Nada Al-Qaoud. I miss both of them greatly. I must thank President Albert Karnig for working very hard to sustain the Arabic program at CSUSB. We are fortunate to have Dr. Terri Nelson as the chair of the World Languages and Literatures program at CSUSB, and I am indebted to her help. Guilt would remain on my conscience if I did not also thank two wonderful professors, Huda Aljord and Lina Kholaki. I am unable to end my acknowledgement section without also thanking Ayman Ramadan, my very first Arabic teacher who was an absolute joy to have. I love you, Mom and Dad, and I thank you for your eternal support of all my endeavors.



Amer Bashir, B.A. in Political Science & Arabic 2011, CSUSB



One of the main reasons why I'm studying Arabic is because it is part of my culture. Coming from a Palestinian origin where we only speak Arabic to our parents so we can maintain our culture within a diverse country, and learning and studying Arabic has helped me increase my vocabulary, read faster and actually understand what is being said. It has helped me to communicate with my family and cousins who live in the Middle East. However, one of the main reasons I started studying Arabic was because I was struggling in reading and writing; taking classes and practicing weekly helped me a lot. Arabic also opened new cultural vistas and has enhanced travel and career opportunities, such as traveling abroad to Jordan with the Arabic program and living in Jordan for three months. During my stay, I became an intern in one of the Queen Rania organizations, where I worked with the Department of Education and Programs creating events for the children who visited the museum and planned outreach events, where CMJ staff would go to low-income areas in the kingdom and hold a circus show. The circus group flew from the United States and performed for these children. Studying Arabic broadens one's horizons in ways I could never imagine. Overall, learning Arabic led to education about one's own language and culture. This program helped me so much; I finally learned how to read and write in Arabic, which was one of my main goals for participating in this program.

I have so many wonderful memories in this Arabic program; so far Petra and Wadi Rum are at the top on my list. I was so amazed by all the different types of historical sites I saw during my trip in Jordan. Camping in Wadi Rum, drinking shay with my friends and Bedouins and riding jeeps through the sand dunes were some of the best times of my life, as well as getting in taxis and talking about politics, economics, and how bad people drive in Amman!

Overall this trip has been unforgettable! I would like to first thank my parents for supporting me 100 percent along with my sister Jomana, and my brothers Omar, Rame, and Ayman. Also, I would like to thank Dr. Dany and Dr. Nelson along with CSUSB faculty for all their hard work on making this program work and run smoothly. I would like to thank any sponsors that made this trip possible for me. I would also like to thank my friends for helping me and supporting me and not allowing me to quit studying Arabic. *Shukran Katheran.*

Garrett Beach, B.A. in Graphic Design & Arabic 2012, CSUSB



I decided to study the Arabic language for a number of reasons. I was raised in a monolingual environment and was unsuccessful in studying French whilst in high school, and although I never learned French I was still interested in learning a second language. Thus, when the opportunity to study Arabic fell before me I grabbed it. I have also acquired an affinity toward Arabic culture and language, which has kept me interested all the while. The western world owes a great deal to Arabic history and development. In regards to the language itself, I have never witnessed perfection and dimension such as that found in Arabic. The language is systematic to an extent that even educated Arabic people have trouble mastering the somewhat mathematical grammar rules. This presents me with a great challenge and I have never found a challenge that I wanted to overcome so much as this. The joy I get when I succeed in communicating effectively in a language other than my own is indescribable.

Every day I spend in Jordan makes me understand a little bit more of the language and a little bit more of the colorful people that live here. I cannot speak about my best experiences in learning the language because those experiences have yet to come. I look forward to someday reading an Arabic newspaper and not having to look up words, and to reading novels by great Arabic authors and enjoying them as I might enjoy my favorite English books. I also look forward to talking in colloquial Arabic efficiently so that I might explain or request all that I need or want to express in everyday situations. This will not be the last time I visit the Arab world. I am determined to master a second language and thus contribute to and participate in the world society in which we now find ourselves. I have made friends, learned about Islam and Christianity, about world politics and history, and I must say that I am grateful for the opportunities I have been given. I am in love with a language, needless to say. To speak the tongue of another is incredibly rewarding.

I would like to thank my mother, sister, father, brother and other supporting family, friends and faculty who have been there for me throughout this experience. Also, special thanks to Dr. Dany Doueiri, Dr. Terri Nelson and the rest of CSUSB's language department faculty.



Rio Fischer,

B.A. in Philosophy & Middle Eastern Studies 2012, Claremont McKenna



Our bus pulled into a gas station situated in the shadows of giant doughy crumbs of sandstone rising out of the desert floor. It was a typical bus, with two seats to the left of the aisle and one on the right, and it was unprepared for the four hour drive ahead of us. I toyed with a mosquito bite on my ankle. It couldn't have been from last night, I thought to myself, because there were no mosquitoes in



the desert at night under the desert sky. Some people went into the "Suber Markit" to buy water or soda or both. There was a group of people shooting a scene for a movie around the adjacent pumps. They looked at us with slightly less curiosity than the examination we gave them. Across the road was a sign that read, "Wadi Rum/ Protected Area" in both Arabic and English. The English, not so strange in a touristy area, came before the Arabic. I joked in my head, recalling our mode of transport through the delicate sanded desert, that it couldn't be that protected of an area.

Our Bedouin guides ferried us from sandstone cliff to sandstone cliff in 4WD Toyotas with ferocious, exhilarating speed. The bumpy sand sent me skyward, and then crashing back into the welded-on iron seat lining the side of the truck-bed disguised under firm cushions. Each seat sits three, so each truck sits six. I

crashed into the seat and broke a weld. I only noticed this once we pulled into the encampment and I tugged on the iron.

The Bedouin camp nestled itself between giant drips of sandstone that give way to steep sloping sand and finally the soft, flat sand under the Bedouin tents. "Ahlan wa Sahlan." The only indication that we were in the 21st century was the herd of Toyota and Nissan trucks and the immaculate western-style bathrooms with three walls of cinderblock and one wall of sandstone cliff.

The sun fell as the moon rose. The red sands that had baked in the day now gave their secrets to only the most discerning eye. One of the Bedouin made a modest bonfire and another fetched the stacks of chicken and vegetables that had been roasting in a giant metal drum beneath the hot sands. We ate in a tent, still too hot from the retained heat of the desert day and the emanating heat of kerosene lamps. There was no electricity, but everyone had working cell phones. After we ate, we ate some more, and then we filtered out into the cool desert air congregating around the fire like flies upon a small glass with the remnants of sticky, sugary tea. Coming and going. Free to go where you want, yet strangely connected. The sound of an *Oud* grew present and more congregated. Lights heralded an approaching truck. Two had returned with an electric keyboard. The *Oud* player used the keyboard as a drum set accompaniment. Then the dancing could begin. The fire crackled to a mush of coal as four western white boys danced around it like embers, flailing in the night sky to an unfamiliar beat. I got up and left, barely noticed. Partly I had to walk off the nausea from the Argulia since it was the first – and probably the last time that – I smoked. I walked toward the grim outline of a giant in the night and felt the fine sand cling to the inside of my toes as I scaled the steep incline. I sat down in the sand, high above the valley below and heard the sharp beat of the Tabula and woops of excitement muffled by distance. On the other side of the valley, glowing under a large, bright moon, two other camps glowed with firelight and contentment. Well fed Bedouin and foreigners alike danced and sang and smoked under the vast starry sky.

Ricardo Juarez,

B.A. in Arabic & Biology (Pre-Med) 2013, CSUSB

I fell in love with the Arabic language ever since I accidentally walked into Arabic 101. Upon completing two required quarters for general education I desired to know more. It was so enticing and the thought of not continuing the studies seemed preposterous. It was like driving to Disneyland for the very first time, buying a ticket, taking a look from the outside, and then going back home. I needed to know what was beyond the entrance, beyond the basics of Arabic.

I am content with my decision to continue studying Arabic. I am very grateful for the opportunity to study in Jordan and have now gained many new experiences. The most memorable experience for me in Amman was a ride back on a bus from Kan Zaman. There were 10 of us coming back from the restaurant. The driver asked me where we were going as he signaled for me to sit up front. We knew that there was no way a bus from that area would take us all the way back to our neighborhood. Fortunately for us he decided to shutdown his route and drive us home. It was a 40 minute drive and what makes it so memorable is that I had the chance to have a conversation with him (all in Arabic) all the way home. We spoke about the Arabic language and my studies, his family and mine, friends, life goals, and about the differences between America and the Middle East.

I believe that bus ride home led me to have a dream, the dream that changed me. In my dream I was walking through a park at night with friends. We spoke about my experiences in the Middle East, but our conversations were all in Arabic. After I woke up from that dream and laid there half asleep, I felt a large amount of joy run through me. It was a new and different feeling. Still half asleep I started having imaginary conversations with myself in Arabic. My Arabic had never flowed so freely. I was amazed at what was happening to me without any effort. I knew I had reached a new level in my ability to use the language. The next day at school I was a chatterbox. There was no stopping my flow of words and sentences. I had been trying to reach this level for a long time and finally I succeeded.

Arabic is a very special language. It is now and will always be a part of me. I realized that I have a thirst for this language. It will always hold a special place in my heart. For everything I have achieved, I would like to thank everyone who has encouraged me to pursue Arabic and never give up. A special thanks to Dr. Dany Doueiri, Dr. Terri Nelson, all my past Arabic professors and everyone who has encouraged me in life.



BreeAnn Miller, B.A. in Arabic 2011, SDSU



I first decided to study Arabic at San Diego State University when AFROTC gave me the amazing opportunity to study this beautiful language. After taking the first intensive summer of Arabic I was hooked! I just found a love for language and in particular Arabic as well as the culture and understanding of a world outside my own that I did not know or understand. I have been in the program ever since; this is my third summer doing the Intensive Arabic Program, which has allowed me to reach my goal of studying abroad in the Middle East.

The language is beautiful to me and I really like that I can express myself, my heart and my thoughts in the beauty of another language, something that I cannot do in English. The depth behind the words brings a desire in my heart to learn more and understand this language. Also, translation to me is like one big puzzle and I enjoy translating Arabic as well as trying to make my own puzzle to write work that touches my heart and that may touch other people.

This language is special to me because of a passion that I have for the Middle East and the desire to use it in a humanitarian effort in my position in the USAF. I have a desire to understand a world in which many choose not to see and to guide others through the culture and language in the Middle East. I have no Middle Eastern roots, but I found a love for this language, culture and people.

Some people I want to mention and thank are my parents and family for their full support and guidance through my journey in the program. For their heart to listen to my passion for this language, for an open mind as well as an open heart. Also to my very first Arabic teacher, Ghassan, who really inspired me to learn and take in as much as I could from Arabic. He helped me learn to love and embrace this world of language and culture outside the comfort zone of my own language and culture. I would also like to give thanks to God who gave me strength and courage through this journey away from home, for His will, and for giving me the desires of my heart.

Ava Sabri, B.A. in Arabic & Spanish 2012, CSUSB

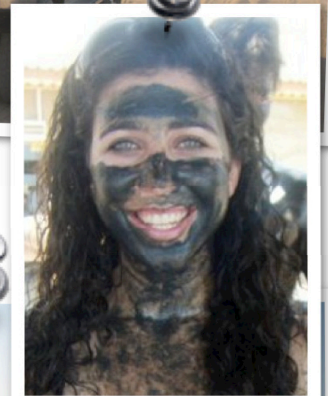
I began studying Arabic almost two years ago after a surprise summer vacation to Lebanon, where I experienced a major culture shock when not being able to speak to my family and friends there. So in order to get in touch with my heritage, to preserve the culture and to be able to communicate with my family, I decided to learn the language of my forefathers.

There are so many things I enjoy about the Arabic language – specifically, the vast richness and beauty deeply embedded within the language and, therefore, expressed and heard in every word and syllable.

Last summer, I was blessed with the opportunity to participate in the Summer Intensive Arabic program at CSUSB, where my language skills increased and improved tremendously. It was truly an enjoyable experience. This summer I was again given the chance to study this unique language, only this time in an actual Arabic-speaking country (Jordan). It has proved to be a very interesting experience where not only my language skills have grown and matured, but I have grown as an individual as well.

Learning Arabic has broadened my horizons, allowing me to see the world in a whole new light, to appreciate different cultures than those I have grown accustomed to living in this magnificent country (USA). Learning Arabic has also challenged me while unveiling a whole new world – one that to me only existed in ancient tales in far away lands – until recently that is.

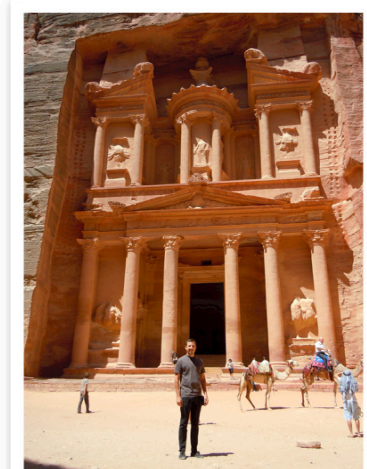
I would like to express my utmost gratitude/thanks to all my Arabic professors, especially Dr. Dany Doueiri, and to my family and friends for supporting me in my decision to study Arabic, for believing in me when I didn't, for pushing me and helping me thrive in the language.



Micah Scott, B.A. in International Studies 2010, CSULB



Studying the Arabic language was a life-changing experience. It affected every aspect of my life; from the professional to the personal. My love for all things Arab began in 2004 when I was deployed with the U.S. Army. I had my first face-to-face encounters with the Arab culture and language in the desert of the Middle East. Unfortunately, my job did not allow for much contact with the local population, but the one word I learned opened my eyes to the power of language, and how it can bring different groups of people together. When I returned home, I wanted to return to the Middle East to experience the people and their culture, to lay down my rifle and pick up *Al-Kitaab* (our Arabic textbook). *Alhamdulillah*, my dream became reality when I studied in Amman, Jordan.



Before the program in Jordan, I was also able to use my knowledge of the Arabic language and culture when I traveled to the occupied West Bank. I visited Ramallah, Al-Quds (Jerusalem), and Bethlehem, including world famous sites such as The Dome of the Rock, Al-Aqsa Mosque, Church of the Holy Sepulcher

and Nativity Church. In the week I spent there, my Arabic drastically improved as I used the language in day-to-day interactions. This trip would have been much more difficult without a tour guide if I did not understand and speak Arabic.

During the program, we traveled to several amazing locations around Jordan, such as Ajlun Castle, the Dead Sea, Petra and Wadi Rum. Spending the night in Wadi Rum was one of my most enjoyable experiences. There, I rode a camel through the desert, sipped tea with the Bedouin, visited the camp of T.E. Lawrence (aka "Lawrence of Arabia"), ate a meal which was cooked in an underground pit, and slept under the stars. The trip was a welcomed break from my studies, and brought Arab history to life.

As I graduate and begin a new phase of life, I am confident that the Arabic language will be a useful tool. It will allow for deeper understanding as I continue advanced degrees, and open better opportunities for employment.

A special thanks to my parents and all my professors and tutors: Ustadha Iman Hashem (CSU Long Beach), Ustadha Afaf Nash (Cal State San Bernardino), Dr. Dany Doueiri (Cal State San Bernardino), Fatima Alrahem (Cal State San Bernardino), Ustadha Lina Kholaki (Cal State San Bernardino), Ustadha Majeda Hourani (Cal State San Bernardino), Nada AlQauod (Cal State San Bernardino), *Ustadh Ibrahim* (Qasid), and Ustadha Zainab (Qasid).

Greg Shafer, B.A. in Philosophy 2011, CSU Chico

The decision to study Arabic was made haphazardly. When I enrolled in first semester Arabic two years ago, I didn't consider that I would be studying one of the most difficult languages for a native English speaker to learn. I didn't consider the hours upon hours upon days upon weeks of constant study and memorization I would subject myself to. I didn't consider that two years worth of study would be a drop in the bucket of language proficiency and that it would take perhaps decades before I could speak Arabic as well as English, if ever.

I had no knowledge of the depth of expression inherent in the vocabulary. I was ignorant of the unfathomable beauty and complexity of the verbal root system or the precision of the vowel case endings. I knew nothing about the ancient tradition of poetic expression and the almost sacred reverence of the spoken and written word in the Arabic-speaking world.

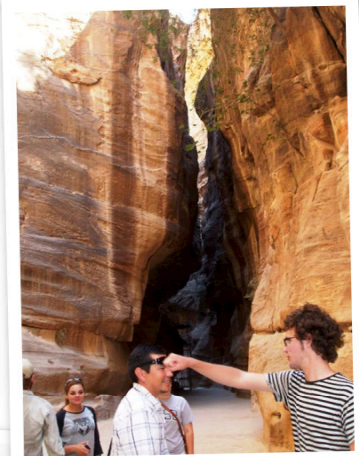
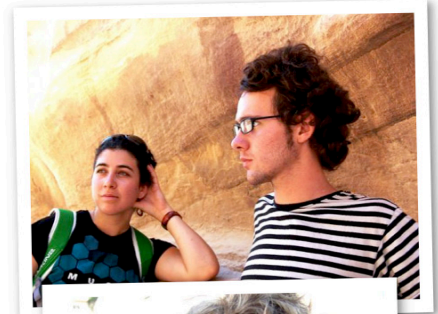
I knew nothing about the Middle East, about Arabic, about people who spoke Arabic. When I made this decision, I was just a bewildered sophomore philosophy major with an open slot in his fall schedule. Arabic seemed as good a choice as any, and a good deal cooler than most. The box I checked next to "Arabic 101" didn't warn me that I would begin the hardest task I had ever undertaken, or of the rewards that diligent study and perseverance would offer.

I was sitting against a sandstone cliff used as a makeshift wall and protection from the sun yesterday morning, eating a breakfast of flatbread, hummus, date syrup and bitter yogurt when one of our Bedouin guides asked me, in heavy colloquial Arabic, this very question: *Why did I study Arabic?* A question I had been asked dozens of times before and never had a good answer for. Our camp was laid out before me around the dying embers of the morning fire, nestled in a fold of sandstone cliffs guarding us from the red sands of Wadi Rum. I sat cross-legged on that carpet and chewed, looking up the expanse of wall and around the worn but happy faces and sore, burnt, sandy bodies of my friends and fellow students, and I still didn't have an answer. As usual, I got caught up in the hundreds of seemingly meaningless or arbitrary or lucky choices and circumstances that had brought me under that tent into that conversation with that man.

I still don't have a good answer. Or rather, I don't have an answer in words beyond what could be said by that scene itself. Those Bedouin men, that moonlit desert, the Amman taxi drivers, the poorly translated English/Arabic advertisements that adorn the city, the kebab and falafel, the first meaningful Arabic conversation with a native Jordanian, the free and easy friendships, the call to prayer, the uninhibited hospitality of strangers. These things answer that question much better than I can. All I can say is that it is worth the work.

To those who would consider learning the language of Arabic and of coming to Jordan: consider these things. Consider the work and the cost. Examine your motives, your goals, your resources. The prize is great I assure you, but nothing good comes without cost. Surviving and thriving in Amman is easy if you have three things: flexibility, patience, and most importantly gratefulness. If you have these things, you can't have a bad time in Jordan. Surviving the study of Arabic is harder. You have to be willing to bend your brain to work in a whole different way. The only advice I have is this: if you can fall in love with the language, it will be much easier. There are people who want to help you, who want you to learn Arabic. But if you don't love it, it doesn't matter. I didn't fall in love with Arabic until I was weeks into the Jordan program and a few years into my general Arabic studies; perhaps I couldn't before I came here. But now that I have, everything is easier. Given the right circumstances, the small twists of fate that brought me here, you will be in my place next summer, and you will be able to see and do these things few people in the world will ever have the blessing to enjoy.

In Sha' Allah.



Song Tran, B.A. in History & Arabic 2010, CSUSB



Never did I think (as cliché as it may sound), in a million years, that I would be studying the Arabic language. Never did I think, in a BILLION years, I would be fulfilling such an unforeseen opportunity in the Middle East. As a classified “Super Senior,” I have invested a good amount of time and, as I would like to trademark it, blood money into my college career; however, college life came without the accompanied, presumed opportunities, such as studying abroad or living within a communal environment amongst fellow students. Dorm life and rewarding opportunities of studying abroad were two things that were missing from my desired college experience. That is, until that fateful day when I stepped foot into the World Languages office at California State University, San Bernardino to sign up for the 2009 Summer Intensive Arabic Program conveniently held at the college itself.

Ever since then, college has never been the same. The academic institution that I had attended for such a long time became a whole new environment full of new friends, places, and experiences that did not necessarily resuscitate my college experience back to life, no, it put life into it. I was able to establish a relationship with peers that superseded conventional acquaintances. Thanks to the Arabic program, I have been bestowed – that of which is apparent now – lifelong friendships and, of course, life-changing experiences. I have cultivated close relationships with my professors and constructed new relationships with a whole new population halfway around the world.

As I write this gaudy manifesto, around me are 25 children or so, sitting and watching a full-length movie, which I have designated as break time for them, as well as myself and fellow volunteers. Regardless, these kids nearby me are just a handful of the wonderful and beautiful children I have had the opportunity to work with on a weekly basis thanks to the Arabic Language Program. Thanks to the program, I have seen the ancient city of Petra, the rejuvenating Dead Sea, the captivating landscape of Wadi Rum amongst many other sights and sounds in Jordan. All of these experiences will resonate within me for years to come and more likely throughout my lifetime, becoming one of many stories of the Middle East that I will share with friends and family. This is only the beginning for me, as I am certain many other great opportunities wait for me around the corner. I send my gratitude to all of those in the Arabic program who have strived to make this experience the way it is today: unforgettable.



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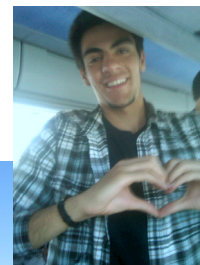
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... and everyone else who helped to support our students and who contributed to the success of the 2010 Summer program. Shukran!



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