

4. Teaching Iranian Culture in Persian Language Courses

During the week of 20 April 2011, three e-mails reached me, all on the subject of a University of Texas doctoral dissertation called “Is All Culture Learning Created Equal: Students’ Perceptions of Persian Language and Culture” (2009). Because the dissertation was written in a department of the School of Education and not in Persian Studies in UT’s Department of Middle Eastern Studies, I would not have heard about it without the e-mails, which accused the dissertation of exhibiting cultural illiteracy and abusing American Persian Studies programs.

Those bizarre assertions admittedly piqued my interest in the dissertation, but not as much as did the phrases “culture learning” and “student perceptions of Persian language and culture” in its title. For, it so happens that The University of Texas is home to more culture-based, instructional materials for the Persian language than any other university outside of Iran. Here follows list of those published materials, which have seen use in UT’s Second- and Third-year Persian courses and in other university and American government Persian programs.

1. *Reading Iran Reading Iranians: Second Edition Revised* (2002, 442p) lives up to its title in various ways in its 39 lesson modules built around authentic texts, including lesson modules on Iranian identity and Identity cards, the Americanization of Iranian culture, a conversation on Iranian art Iranian painting, the classic feature film *Qaysar* [Caesar], a one-act play, speeches by Iranian political leaders, Iranian nationality and the Persian language, and Bahais in Iran. An other textbook called *Persian Vocabulary Acquisition: Second Edition* (2003, 371p), designed as a self-study and classroom guide for advanced Persian students, contains 50 texts in the contexts of lessons which deal primarily with vocabulary acquisition and retention, those texts treating, among other subjects, the use of computers, Iranian history, Iranian media, the Iranian economy, and the Iran-Iraq war.

2. *Persian Listening* (2008, 478p) features, among its 103 lesson modules, fifteen lesson modules on popular Persian poems, ten lesson modules on popular Persian songs, seven lesson modules on Persian-language Iranian feature films, and one lesson module on a Persian-language Iranian documentary film. All songs, poems, and films appear as the subjects of textbook lessons because of their cultural content. Although many First-year, Second-year, and Third-year Persian courses make use of songs, poems, and films, only *Persian Listening* introduces them in the context of full-fledged listening lessons (e.g., the lessons on *Marmulak* [Lizard] and *Ezdevaj be Sabk-e Irani* [Marriage, Iranian Style] cover 44, 8.5.x11” pages of 30-32 lines each and treat religious expressions and expressions of politeness and deference in Iran, while addressing the variegated culture-specific content in the movies), and helping students to listen to and watch Persian features films more efficiently.

3. *Advanced Persian Reader* (2005, printed on demand) uses the Persian text of Jalal Al-e Ahmad’s controversial, autobiographical essay called *Sangi bar Guri* [A Stone on a Grave] in twenty lessons designed to improve student reading skills while engaging them in thinking and talking about contemporary Iranian culture. *Advanced Persian Reader* has served as a Third-year Persian course syllabus at The University of Texas, and has constituted one of three, Third-year Persian options. The other two are: Reading Persian Newspapers, which uses *Persian Newspaper Reader: Second Edition* (2000), and Reading Persian Fiction, which uses *Persian Fiction Reader: Second Edition* (2000). Citing likely low enrollments, the Department of Middle Eastern Studies decided not to offer Third-Year Persian in 2011-2012.

4. *Iranian Geography Syllabus*, a description of which appears on the Persian Courses page at PersepolisInstitute.org, served at The University of Texas for two years as the syllabus for Second-year Persian. Involving map exercises and reading an Iranian textbook on geography, the

three-skills intermediate/advanced Persian course focused exclusively on Iranian peoples, places, environments, and other aspects of Iranian culture.

5. Parts of *Iranian Culture Syllabus*, a description of which appears on the Persian Courses page at PersepolisInstitute.org, has served in First-, Second-, and Third-year Persian courses. Units on use of computers as a resource for Persian, Iranian history, Iranian cuisine, Iranian jokes, Iranian geography, Iranian postage stamps with culture-specific images, and the like in this 200-page classroom and self-study manual offer unprecedented textual vantage points from which students can learn about Iranian culture.

Curiously, “Is All Culture Learning Created Equal: Students’ Perceptions of Persian Language and Culture” does not review or engage any Persian language instructional materials. For example, it neither cites nor uses any of the items in the following bibliography which my colleagues and I bear in mind when we design new Persian language instructional materials.

• **an unedited, partial, working bibliography of Persian instructional materials published since 1979**

Abrahams, Simin. *Modern Persian: A Course-Book*. New York, NY: Routledge Curzon, 2005.

Accompanied by an audio cassette and CD.

Adelson-Goldstein, and Norma Shapiro. Translation reviewed by Ramin Eshtiaghi. *English/Farsi Oxford Picture Dictionary: Second Edition*. New York, NY: Oxford University Press, 2009. xi, 305p.

Despite many errors in the translation of English terms into Persian, a useful ancillary resource with its everyday topics sections and illustrations of 4,000+ words and expressions.

Amuzegar, Hooshang. *A Dictionary of Common Persian & English Verbs with Synonyms & Examples*. Bethesda, MD: Ibex Publishers, 2005.

Amuzgar, Hooshang and Farideh. *How to Speak, Read and Write Persian*. Bethesda, MD: Ibex Publishers, 2003. Accompanied by 3 twin-track audio cassettes.

Atai-Langroudi, Aziz, and Michael Craig Hillmann. With Behrad Aghaei. *Advanced Persian Reader*. Austin, TX: Persepolis Institute, 2005.

Printed on demand. Accompanied by two audio CDs with readings of all 20 text sections.

Ashraf-al-Kuttabi, H. and M. *Farsi dar Safar* [Persian for Travel]. Tehran: Istandard Publications, 1999.

Ayman, Leili. *Fârsi Biyâmuzim: Ketâb-e Avval* [Let’s Learn Persian: Book One]. Bethesda, MD: Iranbooks, 1994.

Baizoyev, Azim, and John Hayward. *Beginner’s Guide to Tajiki*. New York, NY: RoutledgeCurzon, 2004. First published as *The Official Beginners’ Guide to Tajiki*. (Dushanbe: Star Publications, 2001).

Banaie, Sedigheh. *Âmuzesh-e Zabân-e Fârsi* [Learning Farsi: for students with limited knowledge of English language]. 2001.

Bashiri, Iraj. (1981). *Persian for Beginners: Reading texts*. Minneapolis: Burgess Publishing Company, 1981. Accompanied by a tape manual with notes on grammar.

Behzad, Faramarz, and Soraya Divshahi. *Persian Language Course: An Introduction to the Persian Language of Today*. Translated from the German *Sprachkurs Persisch*, 4th edition, 2003) by J. P. Luft. Bamberg, Germany: LOGIS, 2003.

Accompanied by 4 audio CD-recordings of all reading sections and exercises).

Darabi, S. *Fârsi-ye Âsân* [Simple Persian]. Lahijan: Nashr-e Niknegâr, 1998.

Defense Language Institute. *Persian Basic Course*. Presidio of Monterey, CA: DLI Foreign Language Center, 1966. Reprinted 2006.

Dehghani, Yavar. *Persian–English English–Persian Learner’s Dictionary*. Bethesda, MD: Ibex Publishers, 2006.

Presents 6,700+ English words with Persian equivalents and 8,300+ Persian words with English equivalents. Lacks a guide to word stress patterns, alphabetizes Persian words according to Latin transcription, and features many mistakes. A good Persian learner's dictionary remains a desideratum.

Educational Services Corporation. *Persian (Farsi); Start Speaking Today*. Washington, D.C.: Educational Services Corporation, 1994.

Elwell-Sutton, L. P. *Colloquial Persian*. New York, NY: Cambridge University Press, 1979.

Farzad, Nargess. *Teach Yourself Modern Persian*. New York, NY: McGraw-Hill, 2004.

Employs a grammar-translation method. Teaches literary/written Persian forms exclusively, even in sample dialogues and conversations. Presents non-authentic texts.

Ghanoonparvar, M.R. *Persian for Beginners: A Textbook for Teaching Adults and Young People*. Costa Mesa, CA: Mazda Publishers, 1985.

Exhibits no methodological underpinnings and contains no explanatory material or cultural content.

Hayward, John. *Understanding Tajiki News*. Enstone, Oxfordshire, UK: WritersWorld, 2004.

An intermediate advanced reader with exercises designed to improve newspaper reading skills.

Hillmann, Michael Craig. *Basic Tajiki Word List*. Hyattsville, MD: Dunwoody Press, 2003.

An elementary guide to reading and vocabulary acquisition and maintenance.

_____. With M.M. Khorrami. *Persian Fiction Reader: Second Edition*. Hyattsville, MD: Dunwoody Press, 2000.

For intermediate/advanced students. 25+ authentic texts, translations, glossary, language notes, and audio CD recordings.

_____. *Persian Grammar and Verbs*. Hyattsville, MD: Dunwoody Press, 2011.

For intermediate/advanced students. Uses authentic texts in its 70 lessons which describe essential features of literary/written and colloquial/spoken registers of the language.

_____. *Persian Listening*. Hyattsville, MD: Dunwoody Press, 2008. Accompanied by an audio CD with readings of all 130+ texts.

_____. With Ramin Sarraf. *Persian Newspaper Reader: Second Edition*. Hyattsville, MD: Dunwoody Press, 2000.

For intermediate/advanced students. 40+ authentic texts, translations, glossary, language notes, and audio CD recordings.

_____. *Persian Reading and Writing*. Hyattsville, MD: Dunwoody Press, 2009. Accompanied

by an audio CD with readings of all 130+ texts.

_____. *Persian Vocabulary Acquisition—An Intermediate Reader and Guide to Word Forms and the Arabic Element in Persian: Second Edition*. Hyattsville, MD: Dunwoody Press, 2001.

For intermediate/advanced students. Accompanied by an audio CD with readings of all texts.

_____. *Reading Iran Reading Iranians: Second Edition Revised*. Hyattsville, MD: Dunwoody Press, 2002.

For intermediate/advanced students. Accompanied by an audio CD with readings of all texts.

_____. *Tajiki Textbook and Reader: Second Edition*. Springfield, VA: Dunwoody Press, 2003.

A guide to reading, listening, and appreciation of grammar. Presents a programmed introduction to reading. Features authentic texts. Accompanied by an audio CD with readings of all texts.

Karimi-Hakkak, Ahmad. *Persian Tutor*. Seattle: SMiles Productions LLC, 1999.

Khojajori, Nasrullo. *Tajiki: An Elementary Textbook*. 2 volumes. Washington, D.C.: Georgetown University Press, 2009. Volume 1: xvi, 341p. Volume 2: xvi, 333p.

The best available elementary guide, accompanied by two DVDs.

_____, and Mikael Thompson. *Tajiki Reference Grammar for Beginners*. Washington, DC: Georgetown University Press. vii, 168p.

Concise, easy-to-read discussions of basic morphology and syntax.

- Khorrani, M. M. *Elementary Persian; Self-Taught I & II*. New York, NY: Bisotun, 2003.
- Lambton, Ann K.S. *Persian Grammar*. Cambridge, UK: Cambridge University Press, 1953; reprinted with corrections in 1957; reprinted in 1996.
- Outdated. Exclusive focus on the written/literary register of the language. Accompanied by *Persian Vocabulary* (Cambridge University Press, 1954).
- Lazard, Gilbert. *A Grammar of Contemporary Persian*. Translation by Shirley A. Lyon. Costa Mesa, CA: Mazda Publishers, 1992. A translation, with corrections and revisions, of *Grammaire du persan contemporain*. (Paris: Klincksieck, 1957).
- The best traditional grammar in English. Written by a linguist. Presents authentic examples. A new, revised French edition appeared in 2006.
- Lazard, Gilbert. With Yann Richard. *Grammaire du persan contemporain: Nouvelle édition*. Leuven, Belgium: Peeters Publishers, 2006. xiv, 303p.
- The best grammar available.
- Mace, John. *Persian Grammar*. New York, NY: Routledge Curzon, 2003.
- Mahbud, Abu. *Sâkht-i Zabân-i Fârsi*. Tehran: Nashr-i Mitrâ, 1996.
- Mahootiyan, Shahrzad. *Persian*. New York, NY: Routledge, 1997.
- A reference grammar by a linguist. Features unauthentic examples.
- Marashi, Mehdi. *Contemporary Spoken Persian: A Self-Instructional Course. Books 1 and 2*. Guilford, CT Audio Forum, 1986.
- _____. *Elementary Proficiency in Persian: A self-instructional course*. Salt Lake City, UT: University of Utah Press, 1990.
- _____. *Persian Handwriting*. Bethesda, MD: IbeX Publishers, 2000.
- Miandji, A. *Beginner's Persian*. New York, NY: Hippocrene Books, 1998.
- Modarresi, Yahya, Mehdi Zarghamian, and Khosrow Sina'i. *Fârsi dar Goftâr*. Tehran: Daftar-e Pazhuheshhâ-ye Farhangi,
- Moghaddam, A. Saffar. *A General Course in Persian 1: Basic Structures*. Tehran: Council for Promotion of Persian Language and Literature, 2003/4. 348p.
- Twenty-four lessons and comprehensive Persian-English and English-Persian glossaries. Each lesson features a text, one or more grammar topics, a description of differences between colloquial and literary registers, and exercises which practice reading, listening, and speaking skills.
- Monterey Institute of International Studies. *Basic Persian in Context*. Written by Azita Mokhtari, Ramin Sarraf, et al. Monterey, CA: MIIS, 2004.
- A multi-media, proficiency-based textbook designed for intensive, communicative learning settings.
- Moshiri, Leila. *Colloquial Persian*. New York, NY: Routledge, 1988.
- Moayyed Shirazi, Ja'far. *Today's Persian: First Book—Easy Persian*. Shiraz, Iran: Pahlavi University, 1992.
- Nayyeri, P. *Ketab-e Sal-e Yakum-e Dabestan*. California: Research & Education Center, 1989.
- Nurhan, Esmael, and Thomas E. Gouttiere. *Dari for Foreigners. Books 1 and 2*. Omaha, NE: Center for Afghanistan Studies at The University of Nebraska at Omaha, 198? (n.d.).
- Perry, John R. *Form and Meaning in Persian Vocabulary: The Arabic Feminine Ending*. Costa Mesa, CA: Mazda Publishers, 1991.
- _____. *A Tajik Persian Reference Grammar*. Leiden, The Netherlands: E.J. Brill, 2005.
- An orientalist perspective. Features authentic examples.
- Persian Department, Defense Language Institute. *Proficiency Levels of 2/2 and Higher*. Monterey, CA.
- Pimsleur Language Program. *Conversational Farsi (Persian): Learn to Speak and Understand Farsi (Persian)*. Pimsleur, 2005.
- Purnamdariyan, T. *Dars-e Farsi: For Foreign Persian Students*. Tehran: Institute for Cultural Studies and Research, 1993.

- Rafiee, Abdi. *Colloquial Persian: The Complete Course for Beginners*. New York, NY: Routledge, 2001. With cassettes, colloquial series, and multimedia.
- Rastorgueva, V.S. *A Short Sketch of Tajik Grammar*. Translated (from Russian) and edited by Herbert H. Paper. Bloomington, IN: Research Institute for Inner Asian Studies at Indiana University, 1992 (translation first published in 1963).
- Rubinckick, I. A. (1971). *The Modern Persian Language*. Moscow.
- Sadeghian, J.B. (1998). *Amuzesh-e Zaban-e Farsi; Baray-e gheyr-e Farsi zabanān* [Persian for Non-natives]. 2 volumes. Tehran: Council for Promotion of Persian Language and Literature, 1998.
- Samaré, Yadollâh. *Âmuzesh-e Zabân-e Fârsi* [Learning the Persian Language]. 5 volumes. Tehran: Office of International Relations, Ministry of Islamic Culture and Guidance, 1988-1989.
- Sprachmen, Paul. *Language and Culture in Persian*. Costa Mesa, CA: Mazda Publishers, 2002.
- Stilo, Donald L. and Jerome W. Clinton. *Modern Persian: Spoken and Written*. Unpublished, photocopied and bound manuscript, 1993.
- Stilo, Donald, Kamran Talattof, and Jerome Clinton. *Modern Persian: Spoken and Written*. 2 volumes. New Haven, CT: Yale University Press, 2005.
- A basically audio-lingual guide with not error-free descriptions of culture and features of grammar.
- Thackston, Wheeler M. *An Introduction to Persian*. Revised Third Edition. Bethesda, MD: Iranbooks, Inc., 2000. First printed in 1993.
- Employs a grammar-translation approach. Focuses exclusively on the literary/written register. Accompanied by 9 audio cassette tapes.
- Windfuhr, Gernot L., and Hassan Tehranisa. *Modern Persian: Elementary Level*. Ann Arbor, MI: Department of Near Eastern Studies, University of Michigan, 1981 (revised edition).
- Windfuhr, Gernot L. *Modern Persian: Intermediate Level, Volumes 1 and 2*. Ann Arbor, MI: Department of Near Eastern Studies, University of Michigan, 1979.
- _____. *Persian Grammar: History and State of Its Study*. New York, NY: Mouton Publishers, 1979.
- Yamini Sharif, A. *Farsi, Zabân-e Irân* [Persian, the Language of Iran]. Tehran, Iran: Nashr-e Ravesh-e Now, 1988.
- Also curiously, the dissertation does not cite or use any of the voluminous, recent writing on Iranian culture, including cited materials originating and in use at The University of Texas. For example, here follows the bibliography for an undergraduate course offered every three or so years at The University of Texas.
- **an unedited Iranian culture course bibliography for students who cannot read Persian**
- Abrahamian, Ervand. *A History of Modern Iran*. Cambridge, UK: Cambridge University Press, 2008.
- Adelkhah, Fariba. *Being Modern in Iran*. New York, NY: Columbia University Press, 2000.
- Al-e Ahmad, Jalal. *Lost in the Crowd*. Washington, D.C.: Three Continents Press, 1985.
- _____. *A Stone on a Grave*. Costa Mesa, CA: Mazda Publishers, 2008.
- _____. *Gharbzadegi* [Weststruckness]. Costa Mesa, CA: Mazda Publishers, 1982.
- Alavi, Nasrin. *We Are Iran: The Persian Blogs*. Brooklyn, NY: Soft Skull Press, 2005.
- Arjomand, Said Amir. *The Turban for the Crown*. New York, NY: Oxford University Press, 1988.
- "Art in Iran, History of." *Encyclopaedia Iranica* 2 (1987): 549-646. A chronological survey, with bibliographies, of eleven periods: Neolithic to Medean, Median, Achaemenian, Parthian, Sasanian, Pre-Islamic Eastern Iran and Central Asia, Islamic–Pre-Safavid, Islamic–Central Asia, Safavid to Qajar, Qajar, and Post-Qajar.
- Asayesh, Gelareh. *Saffron Sky*. Boston, MA: Beacon Press, 1999.

- Ashraf, Ahmad, et al. "Iranian Identity and Nationhood." *Encyclopedia Iranica* 13 (2006): 501–530.
- Bahrapour, Tara. *To See and See Again: A Life in Iran and America*. New York, NY: Farar, Straus and Giroux, 1999.
- Batmanglij, Najmieh Khalili. *New Food of Life*. Washington, D.C.: Mage Publishers, 1992. Brilliant plates of Iranian foodstuffs and meals, and miniature paintings with food and feast themes.
- Beeman, William O. *Culture, Performance and Communication in Iran*. Tokyo, Japan: Institute for the Study of Languages and Cultures of Asia and Africa, 1982.
- _____. *Language, Status, and Power in Iran*. Bloomington, Indiana: Indiana University Press, 1986. [To be read with the caveats in Hamid Dabashi's review in *Iranian Studies* 21 (1988): 122-127.]
- Bürgel, Johann Christoph. *The Feather of Simurgh: The "Licit Magic" of the Arts in Medieval Islam*. New York: New York University Press, 1988.
- Cambridge History of Iran, The. Volume 7: From Nadir Shah to the Islamic Republic*. Edited by Peter Avery, Gavin Hambly, and Charles Melville. Cambridge, UK: Cambridge University Press, 1991.
- Chelkowski, Peter. "Stamps of Blood." *American Philatelist*. June 1987. Pp. 556-566. A cultural analysis of the subject matter of Iranian postage stamps after 1979.
- _____. Editor. *Ta'ziyeh: Ritual and Drama in Iran*. New York, NY: New York University Press and Soroush Press, 1979.
- _____, and Hamid Dabashi. *Staging a Revolution: The Art of Persuasion in the Islamic Republic of Iran*. New York, NY: New York University Press, 1999.
- Chubak, Sadegh. *The Patient Stone*. Costa Mesa, CA: Mazdâ Publishers, 1989.
- "Cinema of Iran." *Wikipedia*. Online at www.wikipedia.org.
- Constitution of the Islamic Republic of Iran*. Berkeley, CA: Mizan Press, 1980.
- "Culture." *Wikipedia* Online at www.wikipedia.org.
- Dabashi, Hamid. *Iran: A People Interrupted*. New York, NY: The New Press, 2007.
- _____. *Masters and Masterpieces of Iranian Cinema*. Washington, D.C.: Mage Publishers, 2007.
- _____. *Theology of Discontent: The Ideological Foundation of the Islamic Republic of Iran*. New York, NY: New York University Press, 1993.
- Daneshvar, Simin. *The Mourners of Siyâvash*. Washington, D.C.: Mage Publishers, 1990.
- Daniel, Elton L. *The History of Iran*. Westport, CT: Greenwood Publishing (The Greenwood Histories of the Modern Nations), 2001.
- Dashti, Ali. *In Search of Omar Khayyam* [Dami bâ Khayyâm (1st edition)]. Translated by L.P. Elwell-Sutton. London: George Allen & Unwin, 1971.
- Davaran, Fereshteh. *Continuity in Iranian Identity: Resilience of a Cultural Heritage*. New York, NY: Routledge, 2010.
- Denny, Walter B. *The Garden in the Arts of Islam*. South Hadley, MA: Mount Holyoke College Art Museum, 1980.
- _____. "Women and Islamic Art." *Women, Religion and Social Change*. Edited by Yvonne Yazbeck Haddad and Ellison Banks Findly. Albany, NY: State University of New York Press, 1985. Pp. 147-180.
- Emami, Karim. "Modern Persian Artists." *Iran Faces the Seventies*. Edited by Ehsan Yarshater. New York, NY: Praeger Press, 1971. Pp. 349-364.
- Emami, Karim. "Post-Qajar Painting—Art in Iran, History of." *Encyclopaedia Iranica* 2 (1987): 640-646.
- Encyclopaedia Britannica*. 15th edition (1980 or subsequent printing). S.v. "Iran," "Islamic Arts," "Persepolis," etc.

- Encyclopaedia Iranica*. Edited by Ehsan Yar-Shater. Various publishers, 1982-2007. Online at www.iranica.com. Completed from 'A' to 'J'.
- Encyclopedia of World Art*. Fifteen volumes. New York, NY: McGraw-Hill, 1959-1968.
- Esposito, John L. *Islam The Straight Path*. Revised Third Edition. Updated with New Epilogue. New York, NY: Oxford University Press, 2004.
- Ettinghausen, Richard, and Ehsan Yarshater. Compilers and editors. *Highlights of Persian Art*. Boulder, CO: Westview Press, 1979. Treats in separate essays most of the topics covered in course slide presentations, among them: Persian calligraphy, miniature paintings and modern Iranian painting.
- Fasssih, Esmail. *Sorayya in a Coma*. London, UK: Zed Press, 1985.
- _____. "The Status: A Day in the Life of a Contemporary Iranian Writer." *Third World Review* 9 (1987): 825-847.
- Ferdowsi, Abolqasem. *Shahnameh, The Persian Book of Kings*. New York, NY: Penguin Books, 2006.
- Ferrier, R.W. *The Arts of Persia*. New Haven, CT: Yale University Press, 1989. Ignores twentieth-century art. Features separate bibliographies of various media and periods.
- *Fischer, Michael M.J., and Mehdi Abedi. *Debating Muslims: Cultural Dialogues in Postmodernity and Tradition*. Madison, WS: the University of Wisconsin Press, 1990.
- Gluck, Jay, and Sumi Hiramoto Gluck. Editors. *A Survey of Persian Handicraft*. New York, NY: Bank Melli Iran, 1977.
- The Graphic Art of the Islamic Revolution*. Compiled by Abolfazl 'Ali. Tehran: The Publication Division of the Art Bureau of the Islamic Propagation Organization, 1984/5(?).
- Haeri, Shahla. *Law of Degree: Temporary Marriage in Shi'i Iran*. Syracuse, NY: Syracuse University Press, 1989.
- Hafez. *The Hafez Poems of Gertrude Bell*. Bethesda, MD: Ibex Books, 1995.
- Hafez, *Dance of Life*. Illustrations by Hossein Zenderoudi. Calligraphy by A.A. Tabnak. Afterword by Michael Craig Hillmann. Washington, D.C.: Mage Publishers, 1987. Includes twelve paintings by Zenderoudi and examples of contemporary Persian calligraphy.
- Hall, Stuart, and Paul du Gay. *Questions of Cultural Identity*. Thousand Oaks, CA: Sage Publications, 1996.
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- _____. "Iranian Identity." *Iranian Studies* 26 (1993): 147-xxx).
- Harper, Prudence Oliver, et al. *The Royal Hunter: Art of the Sasanian Empire*. New York, NY: The Asia Society, 1978. An exhibition catalogue.
- Hedayat, Sadegh. *The Blind Owl*. New York, NY: Grove Press, 2010.
- Hicks, Jim, et al. *The Persians*. New York, NY: Time-Life Books, 1975. Treats Persepolis and Sasanid art.
- Hillmann, Michael Craig. "A Cultural-Aesthetic Analysis of a Modern Persian Carpet." *Oriental Rug Review* 9, no. 6 (August/September 1989): 28-31. Analysis of an Isfahan arabesque medallion carpet in the LBJ Museum in Austin, Texas.
- _____. "Cultural Dilemmas of an Iranian Intellectual." *Lost in the Crowd*. By Jalâl Al-e Ahmad. Washington, D.C.: Three Continents Press, 1985. Pp. vii-xxxiii.
- _____. "Ferdowsi's Sohrâb as a Laudable Anti-patriarchal Force in Iranian Culture." *Iranshenasi* 2, no. 2 (Summer 1990): 27-36 (English section).
- _____. "Forugh Farrokhzâd in the 21st Century." *IAMA Bulletin* 4, nos. 13-14 (Autumn 1998-Winter 1999): 23-32 (English section), 24-29 and 54-56 (Persian section).
- _____. "Forugh Farrokhzâd's Autobiographical Voice." *Women's Biographies and Autobiographies in Modern Iran*. Edited by Afsaneh Najmabadi. Cambridge, MA: The Center for Middle Eastern Studies at Harvard University, 1990. Pp. 33-53 and 70-77.

- _____. "Forugh Farrokhzad: An Iranian Life That Was Poetry." *Zندهbad*, no. 3 (Sep/Oct 1988): 25-28.
- _____. *From Classroom to Courtroom*. Bloomington, IN: AuthorHouse, 2008. 232p. Pages 154–159, 185–186, and 222–224 deal with Iranian culture.
- _____. *From Durham to Tehran. Literature East & West* 27 (1991), and Bethesda, MD: Iran Books. 124p.
- _____. "Hedâyat's *The Blind Owl*: An Autobiographical Nightmare." *Iranshenasi* 1, no. 1 (Spring 1989): 1-21 (English section).
- _____. "Introduction." *By the Pen*. By Jalal Al-e Ahmad. Austin, Texas: University of Texas Press for the Center for Middle Eastern Studies, 1989. Pp. ix-xxiv.
- _____. "An Introduction to Persian Literature: Review Article." *Journal of Persianate Studies* 3 (2010): 128-141.
- _____. *Iranian Culture: A Persianist View*. Lanham, MD: University Press of America, 1990. v, 221p. Revised printing, 1992.
- _____. "Iranian Nationalism and Modernist Persian Literature." *Literature East & West* 23 (1987): 69-89.
- _____. *Iranian Society: An Anthology of Writings*. By Jalâl Al-e Ahmad. Costa Mesa, California: Mazdâ Publishers, 1982. xii, 157p. [edited volume]
- _____. "Language and Social Distinctions in Iran." *Modern Iran: Continuity and Change*. Edited by M. Bonine and N. Keddie. Albany: State University of New York Press, 1981. Pp. 327-340.
- _____. *A Lonely Woman: Forugh Farrokhzâd and her Poetry*. Washington, D.C.: Mage Publishers and Three Continents Press, 1987. 181p.
- _____. "Manuchehri: Poet or Versifier?" *Edebiyat* 1 (1976): 93-110. A review article which discusses differences between Persian "verse" and Persian "poetry."
- _____. "Modern Persian Fiction: An Iranian Mirror and Conscience." *Persian Literature*. Edited by Ehsan Yarshater. Albany, New York: SUNY Press, 1988. Pp. 291-317.
- _____. "Nâder Nâderpour and Thirty Years of Persian Poetry." *Literature East & West* 22 (1986): 1-30.
- _____. "Pedarsâlâri-ye Irâni va Sohrâb" [Iranian Patriarchy and Sohrâb]. *Kelk*, no. 4 (Tir 1990): 49-55.
- _____. "Persian Carpets as Reflections of Iranian Society." *Folia Orientalia* 22 (1981-1984): 223-244. Covers material in Chapters 4 and 5 of *Persian Carpets*.
- _____. *Persian Carpets*. Austin: University of Texas Press, 1984. x, 98p. A primarily cultural survey focussing on what carpet designs say about Iranian culture.
- _____. *Persian Listening*. Springfield, VA: Dunwoody Press, 2008. vi, 474p. Includes Persian poems, movies, and songs with culture-specific content and lists of Iranian cultural characteristics.
- _____. *Reading Iran Reading Iranians: An Intermediate/Advanced Persian Textbook: Second Edition Revised*. Springfield, VA: Dunwoody Press, 2002. ix, 442p.
- _____. "Revolution, Islam, and Modernist Persian Literature." *Iran: A Revolution in the Making*. Edited by R. Olson and A. Jabbari. Costa Mesa, California: Mazdâ Publishers, 1981. Pp. 121-142.
- _____. "Telling Iranian Tales in America: A Review of *Tales of Two Cities: A Persian Memoir* (1996) by Abbas Milani." Online at webpace.utexas.edu/hillmann.
- _____. "Translation as Interpretation: The Case of Ferdowsi's *Rostam and Sohrâb*." *Iranshenasi* 1, no. 3 (Fall 1989).
- _____. *Unity in the Ghazals of Hafez*. Minneapolis: Bibliotheca Islamica, 1976.
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- "Iran." *Encyclopaedia Britannica*.
- "Iranian History: An Overview." *Encyclopaedia Iranica*. Online at www.iranica.com.
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- The fact that "Is All Culture Learning Created Equal: Students' Perceptions of Persian Language and Culture" does not take into account Persian textbook writing or writing on Iranian culture does not strike me as particularly problematic because the dissertation deals with language

teaching methodology, the observation of student performance, and assessing student impressions, such foci constituting subjects of interest in the field of Foreign Language Education, presumably the primary audience for the dissertation. Accordingly, the dissertation's bibliography suggests that the dissertation writer has no academic background in Persian Studies or Iranian Studies and that he/she could have produced the same results through the observation of and reporting on the reactions of foreign students of English to cultural content in English-as-a-second-language instructional materials. In other words, the bibliography highlights implementation of technology in the foreign language curriculum, internet-based learning, video-based curriculum, computer-assisted language instruction, films as a window to the target language and culture, telecollaborative foreign language study, use of dialogue journals, surfing to cross-cultural awareness, WebQuests, and PowerPoint presentations. Of course, had the dissertation writer taken a look at Persian language instructional materials produced in recent years at The University of Texas and also at the descriptions of language courses such as that for Elementary Persian Reading for Heritage Speakers of Persian, described on the Persian Courses page at PersepolisInstitute.org), he/she would have reached more accurate generalizations in writing about the current state of Persian language materials and instruction at American universities. For example, the syllabus for the cited Heritage Persian Course includes multiple units on computer use on the part of students learning Persian as well as four hands-on, lectures/demonstrations by computer experts natively fluent in Persian. Other Persian course descriptions, also on the Persian Courses page at PersepolisInstitute.org, illustrate how prominently videos, films, and online resources figure in intermediate and advanced Persian instruction in which I play a role. Regardless of all of this, the dissertation can give teachers of English ideas for updating their classroom activities and teachers of Persian useful references to writing about computer-assisted instruction worth considering in their teaching.

At the same time, Persian language experts who read the dissertation for methodological insights may, like me, have anecdotal evidence contradicting the conclusions drawn from what they may find an atypical and quantitatively inadequate group of four students on whom the dissertation exclusively focuses. For example, having taught six or seven Advanced or Third-year Persian classes with enrollments up to 30 participants since 2000, I do not find familiar the dissertation's reported data and conclusions. But that does not mean that the investigator designed his/her project incoherently or made methodological errors in its execution. For the dissertation writer apparently had no choice but to use the small group of four students who made up the only Third-year Persian course in the city where she was living when he/she reached the dissertation writing stage. Moreover, he/she presumably also had no choice but to base dissertation observations about teaching Persian and Iranian culture in tandem on the course description and implementation on the course which the dissertation writer observed and reported on. Here follows the description of the course in question as quoted in the dissertation. The dissertation does not state whether or not the dissertation writer also served as the course instructor.

Third-year Persian I Course Description. This advanced Persian language proficiency course is designed for students who have completed Second-year Persian II or its equivalent as well as students who have had exposure to Persian at this level and who pass a placement examination for PRS 312L. The material for this course will consist of prose and poetry, both classical and modern. The course aims to expand active vocabulary to approximately 1200 words by the end of the semester. Grammatical work focuses on complex grammatical constructions and demands increased accuracy in understanding and producing structures in paragraph-length discourse. Students should expect three hours of class preparation for each class hour. Although the texts will be supplemented with a glossary and explanations of culture-specific aspects of the text and idiomatic expressions, dictionary use is required. The reading material will also be made available in audio format. Daily homework assignments are corrected and discussed with students on a regular basis.

On the basis of this description, which does not identify specific listening, reading, speaking, and writing skills which its participants should bring to the course or specific skills which they exhibit upon successful completion of the course, readers have no reason to assume that it had any proficiency features. Apparently, the course offered students texts and glossaries, but no structured proficiency/performance lessons, a particularly relevant issue in using films as course texts. Also, the curious, stated goal of expansion of active vocabulary to 1200 words by the end of the course does not resonate with anyone experienced in instructional materials preparation for a Third-year or advanced Persian course, by which level instructors might expect students to have active control over a threshold reading vocabulary, which would amount to 4000+ lexical items, as in *Basic Tajiki Word List* (2003), compiled as a result of developing a corpus, such as that reflected in *The Most Common Words in Farsi Persian* (2012, in progress).

In fine, “Is All Culture Learning Created Equal: Students’ Perceptions of Persian Language and Culture” offers serviceable ideas to teachers of English as a second language, but no more. In other words, had a Persianist chaired the dissertation supervisory committee, a different dissertation would have resulted.