Gen & WS: 320 Politics of Gender and Women’s Rights in the Middle East

Number of Credits: 3

Canvas Course URL: https://canvas.wisc.edu/courses/215790

Course Designations and Attributes
L&S Credit- Counts as Liberal Arts and Science credit in L&S

Course Level: Intermediate.

Meeting Time and Location
Fall 2020, Tuesday and Thursdays 1:00-2:15 AM, Online Synchronous.

Instructional Mode
Online.

Credit Hours are met by the Course
This class meets for two, 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 3 hours out of the classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

INSTRUCTOR

Instructor Title and Name
Marwa Shalaby, Assistant Professor, Departments of Political Science and Gender and Women’s Studies. https://gws.wisc.edu/staff/shalaby-marwa/

Instructor Availability
Virtual Office Hours: Tuesday & Thursday: 11:00 AM-1:00 PM CST or by appointment.

Instructor Email/Preferred Contact
shalaby2@wisc.edu

Course Description
This course aims to provide students with a sound understanding of the intertwined relationship between gender and politics in contemporary Middle East and North Africa. The first part of this seminar will focus on familiarizing students with the region’s historical, socio-political, and cultural context that have particularly contributed to shaping the current discourse on gender in the Arab World. The second part of this seminar will explore-both theoretically and empirically- the role of Arab women in influencing the
political processes across the Middle East. The seminar will conclude by highlighting real-world examples of Middle Eastern women from different parts of the region who have succeeded to challenge the status quo and push for genuine change.

**Requisites**
Sophomore Standing.

**LEARNING OUTCOMES**

- Develop a concrete understanding of the history and politics of the Middle East and North Africa (MENA) and the ways they shape gender power relations across the region.
- Applies comparative politics frameworks and feminist theories toward understanding patterns of female political participation and enable them to better understand current events and complexities of the region’s politics and governance structures.
- Sharpens their critical and analytical skills through exposure to different, even contradictory, points of views and contemporary debates relating to the role of women in shaping MENA’s politics post-Arab uprisings.
- Develop and present ideas and arguments to audience with diverse interests and backgrounds.

**COURSE SCHEDULE AND READINGS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen &amp; WS:320 Weekly Rhythm</td>
<td>Synchronous Class Session</td>
<td>Synchronous Class Session</td>
<td></td>
<td></td>
<td></td>
<td>Weekly Unit(s) End</td>
<td></td>
</tr>
</tbody>
</table>

Complete Required Readings/Work on Presentations and Paper Assignments

| | Discussion Responses Due on Canvas | Discussion Responses Due on Canvas | | | | |
|---|---|---|---|---|---|
| Monday | | | | | |
| Tuesday | Virtual Office Hours (11-1 PM) | Virtual Office Hours (11-1 PM) | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Sunday | | | | | |

Communications via email throughout the week

**Week 1**

**September 3rd 2020: Course Introduction and Role Assignments**

- Please review this collection of background essays on the Middle East to be discussed during our first two weeks of class.
  - [https://teachmideast.org/articles/what-is-the-middle-east/](https://teachmideast.org/articles/what-is-the-middle-east/)
  - [https://teachmideast.org/articles/understanding-middle-eastern-history-an-interview-with-william-cleveland/](https://teachmideast.org/articles/understanding-middle-eastern-history-an-interview-with-william-cleveland/)
  - [https://teachmideast.org/articles/communal-identities-and-ethnic-groups/](https://teachmideast.org/articles/communal-identities-and-ethnic-groups/).
Week 2

September 8th & 10th:

Week 3

September 15th & 17th: Realities and Misconceptions on the Study of Gender in MENA

Week 4

September 22nd: Gender, Islam and Legal Reforms: A Historical Perspective

September 24th: Women, Colonization and Nationalist Struggles
Week 5

September 29th: The Research Process: Methodology and Research Design – Guest Speaker


October 1st:

Gender and Collective Action in the Middle East

- Gilman, Sarah. Feminist Organizing in Tunisia. From Patriarchy to Empowerment: 97-120.

Week 6

October 6th & 8th: Gender, Democratization, and Authoritarian Politics in the Middle East

  [https://carnegieendowment.org/sada/21226](https://carnegieendowment.org/sada/21226)

Week 7

October 13th & 15th: Gender and Political Participation in the Arab World

Week 8

October 20th: Gender and Political Participation in the Arab World – Female Aspirants


October 22nd: Gender and Political Participation in the Arab World – Voting Behavior


Week 9

October 27th & 29th: Female Politicians in MENA and Substative Representation


Week 10

November 3rd & 5th: Women in Subnational/Local Politics


Week 11
November 10 & 12a: Women, Islam and Politics

Week 12
November 17 &19a: Women and the Arab Spring
• Hafez, Shirin. (2016). “Egypt, Uprisings and Gender Politics.” POMEPS Studies #19: 31-34

Week 13
November 24th: Women’s Gains Post-Arab Uprisings- Guest Speaker
Week 14
Dec 1st & 3rd: Student Presentations & Review Session.

Week 15
Dec 8th & 10th: Student Presentations & Review Session.

ABSENCE, ASSIGNMENTS, AND GRADING POLICIES

Our class will be a combination of lectures, class discussions and student-led presentations. Students are required to keep up with the assigned reading, to attend our meetings and to participate intelligently in our class discussions. Students’ evaluation will be based on three response papers, one class presentation, one book report, and a final paper.

- **Virtual Attendance (10% of course grade):** Each student will be granted two unexcused absences during the semester. Missing more than two classes will result in a 2-point grade reduction for each additional absence, unless there is a compelling reason that you would need to communicate directly with me.

- **Class Participation and Discussion Leaders (10% of course grade):** Students are required to participate actively and intelligently in our class meetings. Students’ participation is an integral part of the class and students should have read the assigned readings for the day and be ready to discuss them before coming to class. Each student is required to be a discussion leader once during the semester. Discussion leader(s) for a specific day will be responsible for introducing the main themes of the readings, providing us with a list of questions that we should collectively answer during class in addition to demonstrating the points of strengths and/or weaknesses in the arguments presented in that specific day’s readings. Discussion leaders’ roles will be assigned on the first day of class. A sign-up sheet is posted on google drive for all students to sign-up.

We will use Canvas for discussion entries. Each student is required to contribute weekly in the discussion section on Canvas. Students are expected to submit 2-3 sentences about the assigned readings. Students need to synthesize the readings and share with the class what they found most interesting, puzzling, (un)surprising or major gaps in one of the readings’ arguments or methodology. Your response is due a day before class.

- **Response Papers (45% of course grade):** Students are required to write three 3-4 pages (double-spaced, Font 12) response papers based on the readings. These assignments should demonstrate your ability to think analytically and to develop a clear and logical argument, rather than being simply a summary of the readings. The instructor will provide you with further guidelines and instructions on how to formulate and design your papers. These papers are due by the beginning of the classes that you chose to write about. You are expected to upload your paper to Canvas prior to the deadline.

- **Final paper (35% of course grade):** Students are required to write 10-12 page (double-spaced, Font 12) research paper on the topic of their choice. The deadline to submit your paper is December 11th. The final paper should demonstrate your mastery of the key concepts, approaches, and the different research tools introduced in this class. This assignment should also demonstrate your ability to think analytically and to develop a clear and logical argument. It should also be written
in a clear, scholarly format, with an introduction, sub-sections, conclusions, and a properly referenced bibliography (APA/Chicago). I will provide you with further guidelines and instructions on how to formulate and design your paper. However, it is very important to start working early on your paper. Final papers should be uploaded to Canvas before the deadline.

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Range</th>
<th>Single Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 94%</td>
<td>100%</td>
</tr>
<tr>
<td>AB</td>
<td>&lt;94% to 88%</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>&lt;88% to 82%</td>
<td>85%</td>
</tr>
<tr>
<td>BC</td>
<td>&lt;82% to 76%</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>&lt;76% to 70%</td>
<td>75%</td>
</tr>
<tr>
<td>D</td>
<td>&lt;70% to 60%</td>
<td>65%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60% to 0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS


Additional readings are listed on the syllabus and will be posted on Canvas.

RULES, RIGHTS & RESPONSIBILITIES

During the global COVID-10 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

- See: [https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext](https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext)

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: [https://secfac.wisc.edu/academic-calendar/#religious-observances](https://secfac.wisc.edu/academic-calendar/#religious-observances)

UW-MADISON BADGER PLEDGE

ACADEMIC INTEGRITY

**Recommended syllabus statement:** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. [https://conduct.students.wisc.edu/syllabus-statement/](https://conduct.students.wisc.edu/syllabus-statement/)
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA. https://mcburney.wisc.edu/instructor/

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/

FACE COVERINGS DURING IN-PERSON INSTRUCTION STATEMENT (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.
Quarantine or Isolation Due to COVID-19
Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.