**Gen & WS 720: Gender and Islam.**

**Credits: 3**

**Canvas Course URL:** https://canvas.wisc.edu/courses/320608

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

**Course Level:** Graduate Level

**Requisites**
Graduate/professional standing

**Meeting Time and Location**
Fall 2022, Wednesdays 3:30-6:00 PM. In-person meetings in room1335, Sterling Hall

**Instructional Mode**
In-person.

**Credit Hours are met by the Course**
This class meets for one, 150-minute class period every week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 6 hours out of the classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

**INSTRUCTORS AND TEACHING ASSISTANTS**

**Instructor Title and Name**
Marwa M. 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: 2:15-3:30 PM CST on Wednesdays.

**Instructor Email/Preferred Contact**
shalaby2@wisc.edu

**Course Description**

This course takes a multidisciplinary approach to the study of gender and Islam in Muslim majority countries. The overall objectives are to introduce students to scholarship on the intersection of gender and Islam, historical development of gender relations in Muslim majority countries, and to provide the students with a comparative perspective on the nature of women's engagement with power structures in these contexts. To achieve these goals, we will cover topics ranging from realities and misconceptions about gender and Islam; women's right before and after Islam; colonialization and the figure of 'Harem"; women's rights in the post-colonial state-building processes; contemporary debates concerning the veil; Islamic laws and their effect on shaping women's private lives in domains relating to marriage and divorce to gender and sexuality in Islam as well as women's participation in Islamist movements and political parties. We will also discuss women's ongoing activism and their push for rights using Islamic discourse and narratives.

The instructor will incorporate a variety of teaching material and techniques such as videos, international news on current issues, and weekly in-class discussions on a wide array of topics and country-specific analyses.

*This syllabus may change. Any changes will be distributed via email and posted on Canvas. This document and the materials of this course, including the recorded lectures, lecture slides and testing materials, are for the private use of this class only. Distribution without the written consent of the instructor of record is prohibited.*

**REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS**
There are no materials required for purchase in this class. Readings will be posted on Canvas.

**LEARNING OUTCOMES**
- Demonstrate a solid understanding of the history of women and gender in the Muslim world
- Assess women's roles in early Islamic and contemporary Muslim-majority societies.
- Sharpen students' critical and analytical skills by exposing them to different, even contradictory, points of views and contemporary debates relating to the intersection of Islam, gender and politics in Muslim societies.
- Strengthen students' written skills. By the end of the semester, students will be better equipped to present their ideas and arguments to audience with diverse interests and backgrounds.

**COURSE SCHEDULE AND READINGS**

**Week 1: Course Introduction, Role Assignments. 9/7**
- Please review this collection of background essays on Islam and Muslim-majority countries to be discussed during our first two weeks of class.
  - Muslims Frontline/PBS: http://www.pbs.org/wgbh/pages/frontline/shows/muslims/
  - Essentials of Faith: Islam (2006): https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=36429&tScript=0
  - https://teachmideast.org/articles/understanding-middle-eastern-history-an-interview-with-william-cleveland/
  - https://teachmideast.org/articles/facets-of-arab-identity-halim-barakat/
  - https://teachmideast.org/articles/communal-identities-and-ethnic-groups/.

**Week 2. September 14th: No Class-APSA Annual Meeting**
- Islam, An Empire of Faith (Part 1): https://www.youtube.com/watch?v=PF6VPZsHDZQ

**Week 3. September 21st: Realities and Misconceptions on the Study of Gender and Islam.**
- Abu-Lughod, Lila. 2002. "Do Muslim Women really need saving?" *American Anthropologist,* 104 (3): 783-790.
- Keddie, Nikkie. 2007. *Women in the Middle East,* "Issues in Studying Middle Eastern Women's History." pp. 9-13. (Book available online through UW library).
- Sa'adiyya Shaikh. 2003. "Transforming Feminisms: Islam, Women, and Gender Justice," in Omid Safi, ed., *Progressive Muslims: On Justice, Gender, and Pluralism*, pp. 147- 162.
- Why Do they Hate us? Mona Eltahawy, *Foreign Policy*
- Hadiya Abdelrahman, "Are we Weak or are we Terrorists? Here's How Muslim Women are Caught in the Web of Violent Stereotypes," *Everyday Feminism*, October 30, 2017, Available at: https://everydayfeminism.com/2017/10/muslim-women-stereotypes/
- Mikdashi, Maya. 2012. "How Not to Study Gender in the Middle East." *Jadaliyya.* http://www.jadaliyya.com/pages/index/4775/how-not-to-study-gender-in-the-middle-east
- In Class Video: https://www.youtube.com/watch?v=9Z0DB2XOoHc (Debate with Leila Ahmed).
- In-Class Video: https://www.youtube.com/watch?v=n0bnp73hqHM
- Saleh, Layla. 2015. "(Muslim) Woman in Need of Empowerment." *International Feminist Journal of Politics* 18(1): 80–98 (**Recommended**)
- Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Introduction and Chapter 1 (**Recommended**)

**Week 4. September 28th: Gender and Islam: A Historical Perspective**
- Keddie, Nikki. 2007. *Women in the Middle East,* Chapter 1 (Book available online through UW library).
- Ahmed, Leila. 1992. *Women and Gender in Islam*. Chapters 1-3 (Book available online through UW library).
- In-class video: Leila Ahmed.1993: https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=5172&loid=18899&tScript=0
- Mernissi, Fatima. 1991. The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam, chapter 2 (Book available online through UW library).
- Kahf, Mohja. 2000. "Braiding the Stories: Women's Eloquence in the Early Islamic Era," in Gisela Webb, ed., *Windows of Faith: Muslim Women Scholar-Activists in North America*. Syracuse University Press, pp.147-171 (**Recommended**).
- Mernissi, Fatima. 1991. The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam, Chapters 5 &7 (**Recommended**) (Book available online through UW library).
- Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. Chapter 2 (**Recommended**).

**Week 5. October 5th: Women, Colonization, the Veil, and the Figure of the "Harem"**
- Lockman, Zachary. 2009. "Said's Orientalism: A Book and its Aftermath" in *Contending Visions of the Middle East*, pp. 182-214.

- Ali, Isra. 2015. "The Harem Fantasy in Nineteenth-century Orientalist Paintings." *Dialectical* Anthropology 39 (1): 33–46.
- Keddie, Nikkie. 2007. *Women in the Middle East. "*1914–45: Nationalism and Women's Movements." Ch. 5 (Book available online through UW library).
- Ahmed, Leila. 1992. *Women and Gender in Islam*, Chapter 8, pp. 144-168.
- The Economist, "Why the French Keep Trying to Ban Islamic Body Wear," *The Economist*, August 23, 2016, Available at https://www.economist.com/the-economist-explains/2016/08/23/why-the-french-keep-trying-to-ban-islamic-body-wear
- Bernadette, Andrea. 2009. "Islam, Women, and Western Responses: The Contemporary Relevance of Early Modern Investigations." *Women's Studies: An Interdisciplinary Journal* 38: 273-92 **(Recommended).**
- Patel, David. 2012. "Concealing to Reveal: The Informational Role of Islamic Dress," *Society and Rationality*, pp. 296-316 **(Recommended).**

## Week 6. October 12th: Women from the Postcolonial State to the Neoliberal State
- Cesari, Jocelyn. 2017. *Islam, Gender, and Democracy in Comparative Perspective*. Introduction and Chapter 1.
- Charrad, Mounira. 2001. "State and Gender in the Maghrib" in Joseph, Suad and Susan Slyomovics (eds.), *Women and Power in the Middle East,* pp. 61-71.
- Keddie, Nikkie. 2007. *Women in the Middle East.* Ch. 6. (Book available online through UW library).
- White, Jenny. 2003. "State Feminism, Modernization, and the Turkish Republican Woman," *NWSA Journal*
- Hatem, Mervat. 1992. "Economic and Political Liberation in Egypt and the Demise of State Feminism," *International Journal of Middle East Studies* 24 (2): 231–251
- Charrad, Mounira. 2001. *States and Women's Rights. The Making of Postcolonial Tunisia, Algeria, and Morocco.* Chapters 1, 2 & 9 **(Recommended)** (Book available online through UW library).
- Diner, Cagla, and Şule Toktaş. 2010. "Waves of Feminism in Turkey: Kemalist, Islamist and Kurdish Women's Movements in an Era of Globalization." *Journal of Balkan and Near Eastern Studies* 12 (1): 41–57 **(Recommended).**

## Week 7. October 19th: Gender, Women, and Islamic Law
- Tucker, Judith. 2008. *Women, Family, and Gender in Islamic Law. Introduction.* (Book available online through UW library).
- Mir-Husseini, Ziba et al. 2015. *Men in Charge? Rethinking Authority in Muslim Legal Tradition*, pp. 1-34.
- Mernissi, Fatima. 1991. *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam,* Chapters 3 & 4. (Book available online through UW library).
- Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. Chapter 5.
- Inside a Shariah court. 2007: https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=39650&tScript=0

- Maktabi, Rania. 2013. "Female Citizenship in the Middle East: Comparing family law reform in Morocco, Egypt, Syria and Lebanon." *Middle East Law & Governance* 5(3): 280-307 **(Recommended).**
- Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. Chapter 4 **(Recommended).**

## Week 8. October 26th: Debating the Private Sphere: Marriage & Divorce
- Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. Chapter 6.
- Ali, Kecia. 2003. "Progressive Muslims and Islamic Jurisprudence: The Necessity for Critical Engagement with Marriage and Divorce Law," in Omid Safi, ed., *Progressive Muslims: On Justice, Gender, and Pluralism*. Chapter 7
- Tucker, Judith. 2008. *Women, Family, and Gender in Islamic Law.* Chapters 2& 3 (Book available online through UW library)
- In-class video: *Divorce Iranian Style*
- Sharrafeldin, Marwa. 2013. "Islamic Law meets Human Rights: Reformulating Qiwamah and Wilayah for Personal Status Law Reform Advocacy in Egypt," in *Men in Charge? Rethinking Authority in Muslim Legal Tradition* **(Recommended).**
- Ali, Kecia. 2010. *Marriage and Slavery in Early Islam.* **(Recommended).** (Book available online through UW library).
- Wadud, Amina. 2008. *Inside the gender Jihad: Women's Reform in Islam*. Introduction and chapter 4 **(Recommended)**

## Week 9. November 2nd: Feminism and Feminist Discourse in Islam
- Al-Jazeera. "The Reality and Future of Islamic Feminism." https://www.aljazeera.com/opinions/2013/3/28/the-reality-and-future-of-islamic-feminism
- Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. Chapter 1
- Badran, Margot. 2005. "Between Secular and Islamic Feminism/S: Reflections on the Middle East and Beyond," *Journal of Middle East Women's Studies* 1(1): 6–28.
- Barlas, Asma. 2004. *Believing Women in Islam: Unreading Patriarchal Interpretations of the Quran*, pp. 1-26 & 237-264. (Book available online through UW library). A podcast on the book: https://newbooksnetwork.com/asma-barlas-believing-women-in-islam-unreading-patriarchal-interpretations-of-the-quran-u-texas-press-2019
- Wadud, Amina. 2008. *Inside the gender Jihad: Women's Reform in Islam.* Introduction and chapter 1
- Politics of Piety: The Islamic Revival and the Feminist Subject. Conversation with Saba Mahmood. Available at: http://www.cbc.ca/radio/ideas/the-myth-of-the-secular-part-3-1.3154810
- Terman, Rochelle. 2010. "The Piety of Public Participation: The Revolutionary Muslim Woman in the Islamic Republic of Iran," *Totalitarian Movements and Political Religions* 11 (3–4): 289–310 (**Recommended).**
- Wadud, Amina. 2008. *Inside the gender Jihad: Women's Reform in Islam*. Introduction and chapter 5 **(Recommended).**

**Week 10. November 9<sup>th</sup>: Women, and Islamist Movements**

- ElMasry, Sarah and Neil Ketchley. 2020. "After the Massacre: Women's Islamist Activism in Post-Coup Egypt." *Middle East Law and Governance*, 12: 86-108.
- Alatiyat, Ibtesam and Hassan Barari. 2010. "Liberating Women with Islam? The Islamists and Women's Issues in Jordan." *Totalitarian Movements and Political Religions*, 11 (3): 359-378.
- Saeidi, Shirin. 2021. "The Politics of the Erotic: Pious Women's Emotional Experiences in Hizbollah Cultural Institutes and the Surprises of the anti-Feminist Movement in post 2009-Iran" *International Feminist Journal of Politics* 23(5): 720-740.
- Blaydes, Lisa and Drew Linzer. 2008. "The Political Economy of Women's Support for Fundamentalist Islam." *World Politics* 60 (4): 576-609.
- Gilbert, Victoria. 2021. "Sister Citizens: Women in Syrian Rebel Governance." *Politics and Gender pp.* 552-579.
- Biagini, Erika. 2020. "Islamist Women's Feminist Subjectivities in (R)evolution: the Egyptian Muslim Sisterhood in the Aftermath of the Arab Uprisings*." International Feminist Journal of Politics,* 22(3): 382-402 (**Recommended).**
- Moghadam, Valentine M. and Fatemeh Haghighatjoo. 2016. "Women and Political Leadership in an Authoritarian Context: A Case Study of the Sixth Parliament in the Islamic Republic of Iran." *Politics and Gender* 12 (1): 168-197 (**Recommended).**

**Week 11. November 16<sup>th</sup>: Women and Islamist Parties**

- Prihatini, Ella. 2020. "Islam, Parties, and Women's Political Nomination in Indonesia," *Politics and Gender* 16 (3): 637-659.
- Clark, Janine Astrid, and Jillian Schwedler. 2003. "Who Opened the Window? Women's Activism in Islamist Parties." *Comparative Politics* 35 (3): 293.
- Tajali, Mona. 2017. "Protesting Gender Discrimination from within: Women's Political Representation on Behalf of Islamic Parties." *British Journal of Middle Eastern Studies* 44 (2): 176–93.
- Ben Shitrit, Lihi. 2016. "Authenticating Representation: Women's Quotas and Islamist Parties." *Politics & Gender* 12 (4): 781–806.
- Škrabáková, Katarína. 2017. "Islamist Women as Candidates in Elections: A Comparison of the Party of Justice and Development in Morocco and the Muslim Brotherhood in Egypt." *Die Welt Des Islams* 57 (3–4): 329–59 (**Recommended)**
- Sophia Francesca Del Prado Lu. 2013. "Women's Electoral Participation in Muslim Majority and Non-Muslim Majority Countries." *Journal of International Women's Studies* 14 (3): 137-146 (**Recommended).**

**Week 12. November 23<sup>rd</sup>: Islam, Gender and Authoritarianism**

- Fish, Steven. 2002. "Islam and Authoritarianism." *World Politics* 55(1): 4-37.
- Donno, Daniela, and Bruce Russett. 2004. "Islam, Authoritarianism, and Female Empowerment: What Are the Linkages?" *World Politics* 56 (4): 582–607.
- Ross, Michael L. 2008. "Oil, Islam and Women." *APSR*, 102(1): 107-123.
- Chaturvedi, Neilan S., and Orlando Montoya. 2013. "Democracy, Oil, or Religion? Expanding Women's Rights in the Muslim World." *Politics and Religion* 6 (3): 596–617.

- El-Husseini, Rola. 2015. "Is Gender the Barrier to Democracy? Women, Islamism, and the "Arab Spring"" *Contemporary Islam,* (10):53-66
- Kang, Alice. 2009. "Studying Oil, Islam, and Women as if Political Institutions Mattered." *Politics & Gender* 5 (4): 560 (**Recommended)**
- Rizzo, Helen, Abdel-Hamid Abdel-Latif, and Katherine Meyer. 2007. "The Relationship Between Gender Equality and Democracy: A Comparison of Arab Versus Non-Arab Muslim Societies." *Sociology* 41 (6): 1151–70 (**Recommended).**

## Week 13. November 30th: Gender and Sexuality in Islam
- Mir-Husseini, Ziba. 2011. "Criminalizing Sexuality: Zina Laws as Violence Against Women in Muslim Contexts". *SUR-International Journal on Human Rights* 8 (15): 7-23.
- Warrick, Catherine. 2020. *Dishonorable Passion: Law and Virtue in Muslim Societies.* Chapter 7.
- Platt, Maria; Sharyn Graham Davies and Linda Rae Bennett. 2018. "Contestations of Gender, Sexuality, and Morality in Contemporary Indonesia," *Asian Studies Review* 42 (1): 1-15.
- Cindoglu, Dilek and Didem Unal. 2017. "Gender and Sexuality in the Authoritarian Discursive Strategies of 'New Turkey.'" *European Journal of Women's Studies* 24 (1): 39–54.
- In-Class Video: Honor Killings in Turkey: https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=39937&tScript=0
- Kecia Alia, "Honor Killings, Illicit Sex, and Islamic Law."
  http://www.brandeis.edu/projects/fse/muslim/honor.html
  http://www.brandeis.edu/projects/fse/muslim/honor-texts.html
  http://www.brandeis.edu/projects/fse/muslim/honorkillhadith.
- Scull, Nicholas and Khadeja Mousa. 2017. "A Phenomenological Study of Identifying as Lesbian, Gay, and Bisexual in an Islamic Country." *Sexuality & Culture* 21: 1215-1233 **(Recommended).**
- Tabatabaie, Alireza. 2015. "Childhood and Adolescent Sexuality, Islam, and Problematics of Sex Education: A Call for Reexamination." *Sex Education* 15(3): 276-288 **(Recommended).**
- Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. Chapter 3 **(Recommended).**
- Tucker, Judith. 2008. *Women, Family, and Gender in Islamic Law.* Chapter 5 **(Recommended)** (Book available online through UW library)

## Week 14. December 7th: Students Presentations

## Week 15. December 14th: Women's Activism and Fight for Rights
- Aftab, Tahera. 2005. "Negotiating with Patriarchy: South Asian Muslim Women and the Appeal to Sir Syed Ahmed Khan," *Women's History Review* 14: 75-98.
- Ahmad, Maryam and James Deshaw Rae. 2015. "Women, Islam, and Peacemaking in the Arab Spring," *Peace Review: A Journal of Social Justice*, 27:312–319.
- Wadud, Amina. 2008 Inside the gender Jihad: Women's Reform in Islam. Introduction and chapter 7 and conclusion

- Women's activists in MENA face online bullying and sexual harassment. 2020: **https://www.opendemocracy.net/en/north-africa-west-asia/women-activists-middle-east-face-online-bullying-and-sexual-harassment/**
- Kazemi, Farhad. 2000. "Gender Islam and Politics." *Social Research*, 67(2): 453-474 **(Recommended).**
- Nas, Alparslan. 2021. "Women in Mosques: Mapping the Gendered Religious Space through Online Activism." *Feminist Media Studies* **(Recommended).**

## GRADING, ASSIGNMENTS, AND ABSENCE POLICIES

Our class will be a combination of professor-led class discussions and student presentations. Students are required to keep up with the assigned reading, attend our meetings and participate intelligently in our class discussions. Grades will be based on class attendance and active participation, class presentations, two response papers, and a final paper.

**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):**
- Class Participation: 5%
- Discussion Leader: 5%

Students are required to participate actively and intelligently in our class meetings. Students' discussions are 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 twice during the semester.** Our seminars will be structured around discussions of the 4-5 readings for the week that the professor will help moderate. The discussion leader 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 readings' arguments. Discussion leaders' roles will be assigned on the first day of class.

| Discussion participation rubric | | | | | |
|---|---|---|---|---|---|
| **Points** | **5** | **4** | **3** | **2** | **1** |
| **Quality of contribution** | Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates | Well-prepared for class most of the time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic; shows effort to engage with | Sometimes well-prepared for class; makes attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic; shows | Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage | Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposes goes off topic; does not engage with |

| | | both instructor and classmates | some effort to engage with instructor and classmates | with instructor and classmates | instructor or classmates |
|---|---|---|---|---|---|
| **Frequency of contribution** | Always | Most of the time | Sometimes | Rarely | Never |
| **Respect of ground rules** | Always | Most of the time | Sometimes | Rarely | Never |

**Response Papers (40% of course grade):** Students are required to write **two 5-6** page (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 choose to write about. You may choose the week (or topic) to write your paper on, however, you will need to follow the deadlines posted under the "assignments" tab on Canvas. **The first response paper is due on October 11ᵗʰ and the second response paper is due on November 8ᵗʰ.**

**Final paper (40% of course grade):** Students are required to write 20- page (double-spaced, Font 12, excluding the bibliography section) research paper on the topic of their choice and present it to class. 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. You are required to present your research paper by the end of the semester. **Final paper presentations count toward 5% of your overall grade. The final paper is due on December 16ᵗʰ.**

The grading scale is as follows, including the overall points as well as the University of Wisconsin's range for letter grades:

| Grade Scale | Range | Single Grade Value |
|---|---|---|
| A | 100% to 94% | 100% |
| AB | < 94% to 88% | 90% |
| B | < 88% to 82% | 85% |
| BC | < 82% to 76% | 80% |
| C | < 76% to 70% | 75% |
| D | < 70% to 60% | 65% |
| F | < 60% to 0% | 0% |

**Returning Papers**
While I will make every effort to return your work in a timely fashion, usually within two weeks, please understand that it may not always be possible for me to do so.

**Extra Credit Opportunities**
Attend the events below for an extra credit point per attendance. The events will take place on October 14th and November 11th**.** Mark your calendars.
https://mideast.wisc.edu/event/a-lecture-by-hanan-hammad/
https://mideast.wisc.edu/event/a-lecture-with-ellen-lust/

**How to Contact Me**
The best way to reach me outside of class and office hours is by email at Shalaby2@wisc.edu. I will do my best to respond within 24 hours during the week and within 48 hours during the weekend. Given the very high volume of emails I receive daily, please write to me only if there is an urgent matter that cannot wait until the next class or office hours. For example, if you are absent, please refrain from emailing me to ask what was covered in class (check the syllabus or ask your classmates instead). Please include the course number in the subject heading of your message.

**TEACHING & LEARNING DATA TRANSPARENCY STATEMENT**
The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university's full teaching and learning data transparency statement.

**COURSE EVALUATIONS**
Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

**DIGITAL COURSE EVALUATION**
UW-Madison uses a digital course evaluation survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

**STUDENTS RULES, RIGHTS & RESPONSIBILITIES**
For more info on students' rights and responsibilities, privacy rights, availability of academic record information, student grievance procedure and seeking assistance visit: https://guide.wisc.edu/undergraduate/ - rulesrightsandresponsibilitiestext

**DIVERSITY & INCLUSION**
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/

**ACADEMIC INTEGRITY**
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 sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

**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 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. I will work either directly with 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/apply-for-accommodations/

**ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**
See: https://secfac.wisc.edu/academic-calendar/#religious-observances