Gen & WS 720: Gender and Islam.

Credits: 3

Canvas Course URL: [https://canvas.wisc.edu/courses/320608](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/](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; colonization 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.
  o Muslims Frontline/PBS: http://www.pbs.org/wgbh/pages/frontline/shows/muslims/
  o https://teachmideast.org/articles/understanding-middle-eastern-history-an-interview-with-william-cleveland/
  o https://teachmideast.org/articles facets-of-arab-identity-halim-barakat/
  o https://teachmideast.org/articles/communal-identities-and-ethnic-groups/
Week 2, September 14th: No Class-APSA Annual Meeting


Week 3, September 21st: Realities and Misconceptions on the Study of Gender and Islam

- 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/
- In Class Video: https://www.youtube.com/watch?v=9Z0DB2XOoHc (Debate with Leila Ahmed).
- In-Class Video: https://www.youtube.com/watch?v=n0bnp73hqHM
- 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).
- 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).

Week 5, October 5th: Women, Colonization, the Veil, and the Figure of the “Harem”

• Keddie, Nikkie. 2007. Women in the Middle East. “1914–45: Nationalism and Women’s Movements.” Ch. 5 (Book available online through UW library).

Week 6. October 12th: Women from the Postcolonial State to the Neoliberal State
• 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
• 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).

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.
• Inside a Shariah court. 2007: https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=39650&tScript=0

**Week 8. October 26th: Debating the Private Sphere: Marriage & Divorce**
• 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*
• Ali, Kecia. 2010. *Marriage and Slavery in Early Islam*. (Recommended), (Book available online through UW library).

**Week 9. November 2nd: Feminism and Feminist Discourse in Islam**
• Adis Duderija, Alina Isac Alak and Kristin Hissong. 2020. *Islam and Gender: Major Issues and Debates*. 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](http://www.cbc.ca/radio/ideas/the-myth-of-the-secular-part-3-1.3154810)
Week 10. November 9th: Women, and Islamist Movements


Week 11. November 16th: Women and Islamist Parties


Week 12. November 23rd: Islam, Gender and Authoritarianism

• El-Husseini, Rola. 2015. “Is Gender the Barrier to Democracy? Women, Islamism, and the “Arab Spring”” Contempo
rary Islam, (10):53-66
• Kang, Alice. 2009. “Studying Oil, Islam, and Women as if Political Institutions Mattered.” Politics & Gender 5 (4): 560 (Recommended)

Week 13. November 30th: Gender and Sexuality in Islam
• In-Class Video: Honor Killings in Turkey: https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=39937&tScript=0
• 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
• 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: 

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

<table>
<thead>
<tr>
<th>Points</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of contribution</td>
<td>Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates</td>
<td>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</td>
<td>Sometimes well-prepared for class; makes attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage</td>
<td>Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; goes off topic; shows little effort to engage</td>
<td>Almost never prepared for class; does not attempt to engage in critical thought; does not move dialogue forward; purposes goes off topic; does not engage with</td>
</tr>
</tbody>
</table>
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:

<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>

**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
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