

## Term Information

Effective Term Autumn 2019

## General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3100  
Course Title Islamic Activisms: Gender, Sexuality & Politics  
Transcript Abbreviation Islamic Activisms  
Course Description This course addresses the complexity of contemporary feminisms in the Middle East by analyzing the political goals, strategies, and activisms of women's movements in this region. Through case studies in Afghanistan, Algeria, Egypt, and Iran, we will explore how women's movements in the Middle East position themselves in relation to Islamist, (neo)liberal, nationalist, and socialist ideologies.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites WGSST 1110 strongly encouraged.  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Locate the U.S. within a global context.
- Map how local and global acts are mutually implicated.
- Evaluate phenomena as expressions of the global and the local.
- Recognize the local and global in everyday practices.
- Evaluate the impact of the local and global on everyday practices.
- Propose everyday practices grounded in a feminist critique of the local and the global.
- Recognize that feminisms vary geographically and historically.
- Recognize that feminist frameworks emerge out of specific geohistoric contexts.
- Analyze the hegemonic and normative power of western feminisms.

### Content Topic List

- Postcolonial and decolonial feminist approaches to studying gender and sexuality in the Middle East
- Colonial and contemporary representations of gender and sexuality in the Middle East
- Comparisons between dominant representations of gender and ethnographic accounts of women's everyday lives in the Middle East
- The political goals, strategies, and activism of women's movements in the Middle East
- How women's movements position themselves in relation to Islamist, (neo)liberal, nationalist, and socialist ideologies
- Human rights in relation to Western development and military interventions in the Middle East
- Contemporary articulations of Islamic feminism and women's rights in the Middle East

### Sought Concurrence

Yes

## Attachments

- Curriculum Map - All Courses.xlsx: WGSS Curriculum Map - All Courses  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- Curriculum Map - UG Major.xlsx: WGSS Curriculum Map - Major Courses  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- 3100 Ranjbar Syllabus (AU19).docx: WGSST 3100 Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- 3100 NELC Concurrence.pdf: WGSST 3100 NELC Concurrence  
*(Concurrence. Owner: Stotlar, Jacqueline Nicole)*
- 3100 Political Science Concurrence.pdf: WGSST 3100 Political Science Concurrence  
*(Concurrence. Owner: Stotlar, Jacqueline Nicole)*
- 3100 International Studies Concurrence.pdf: WGSST 3100 International Studies Concurrence  
*(Concurrence. Owner: Stotlar, Jacqueline Nicole)*

## Comments

- As requested by the Panel, please also ask for concurrence from International Studies *(by Vankeerbergen, Bernadette Chantal on 02/11/2019 03:42 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	12/26/2018 03:54 PM	Submitted for Approval
Approved	Winnubst,Shannon	12/26/2018 09:08 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2018 10:36 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/15/2019 10:13 AM	ASCCAO Approval
Submitted	Stotlar,Jacqueline Nicole	01/29/2019 12:26 PM	Submitted for Approval
Approved	Winnubst,Shannon	01/29/2019 01:06 PM	Unit Approval
Approved	Heysel,Garett Robert	02/04/2019 09:48 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/11/2019 03:43 PM	ASCCAO Approval
Submitted	Stotlar,Jacqueline Nicole	02/12/2019 03:43 PM	Submitted for Approval
Approved	Winnubst,Shannon	02/12/2019 04:20 PM	Unit Approval
Approved	Heysel,Garett Robert	02/16/2019 09:47 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/16/2019 09:47 PM	ASCCAO Approval



# **SYLLABUS: WGSST 3100**

## **ISLAMIC ACTIVISMS – GENDER, SEXUALITY & POLITICS**

### **AUTUMN 2019**

## **Course overview**

### **Classroom Information**

Format of instruction: Lecture

Meeting Days/Times: TBD

Location: TBD

### **Instructor**

Instructor: Dr. Azita Ranjbar

Email address: ranjbar.3@osu.edu

Phone number:

Office hours: 308B Dulles Hall, hours TBD

### **Course description**

This course addresses the complexity of contemporary feminisms in the Middle East by analyzing the political goals, strategies, and activism of women's movements in this region. This course begins with a critical examination of colonial representations of gender and sexuality in the Middle East. Through an exploration of European imaginings of the 'Orient,' we will interrogate discourses of 'saving' and liberating Muslim women as central to the colonial project. Through case studies in Afghanistan, Algeria, Egypt, and Iran, we will explore how women's movements in the Middle East position themselves in relation to Islamist, (neo)liberal, nationalist, and socialist ideologies. The course will conclude with reflections on the diversity of social movements in the Middle East, and how they have shaped contemporary articulations of Islamic feminism and women's rights in the region.

## Course learning outcomes

**Goal:** In this course, successful students will be able to understand the interconnections between the local and the global.

**Expected Learning Outcomes for this Goal:** Through a critical examination of colonial and contemporary representations of women in the Middle East, successful students will be able to:

- Evaluate phenomena as expressions of the global and the local:
  - Locate the U.S. within a global context.
  - Map how local and global acts are mutually implicated.
  - Evaluate phenomena as expressions of the global and the local.
- Enact everyday practices with awareness of local/global interconnections:
  - Recognize the local and global in everyday practices.
  - Evaluate the impact of the local and global on everyday practices.
  - Propose everyday practices grounded in a feminist critique of the local and the global.
- Locate feminisms geographically and historically:
  - Recognize that feminisms vary geographically and historically.
  - Recognize that feminist frameworks emerge out of specific geohistoric contexts.
  - Analyze the hegemonic and normative power of western feminisms.

**Goal:** In this course, successful students will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.

**Expected Learning Outcomes for this Goal:** Through weekly writing assignments that require students to explicate course texts that analyze contemporary feminisms in the Middle East, successful students will be able to:

- Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc., which include: recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, religious, aesthetic, contexts; detect dominant narratives; analyze the role of power in upholding core cultural assumptions; map dominant narratives to their particular historical, cultural, political, scientific, religious, aesthetic origins.
- Evaluate counter-narratives that challenge dominant assumptions, which include: recognize and describe counter-narratives; explain the production of counter-narratives; compare and evaluate counter-narratives.

**Goal:** In this course, successful students will be able to understand “feminisms” as interdisciplinary, creative, theoretical and social movements.

**Expected Learning Outcomes for this Goal:** Through a focus on women's social movements in the Middle East, successful students will be able to:

- Evaluate the multiple forms of feminist thought as derived from different feminist social movements, which include: articulate different feminist social movements; connect feminist theories to feminist social movements; compare feminisms.

## Course materials

Assigned readings are available through Carmen and e-books are available through the OSU library website. I expect that students complete all assignments and readings prior to class to allow for engaging, productive class discussions.

## Grading and instructor response

### Grades

Assignment or category	Points
Attendance and class participation	20
Think pieces	30
Critical responses	30
Term paper	20
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Think pieces 30% (10 think pieces total)

The course is structured around weekly reading assignments and discussions of those readings. In order to prepare for class discussions, students are required to write a weekly think piece (400-500 words) for assigned readings, and to post their think pieces to Carmen in advance of our class meetings. Students are encouraged to read each other's think pieces prior to class discussion. Please note that there are **13** think pieces throughout the semester; students need to submit **10** think pieces in total to earn full credit.

Think pieces encourage you to thoughtfully and critically engage with assigned readings by preparing questions and comments in advance of class discussions. Think pieces should identify important ideas from the assigned readings, and highlight arguments that you may want to explore in more depth during class discussions. Consider what arguments the authors are making and why, the intended audience for these writings, and why these texts are important. Do not write summaries of the readings. Instead, structure your think pieces to:

- Identify *two* key ideas explored in the reading;
- Elaborate on *one* key idea or argument in the reading that you find engaging, and are prepared to discuss in class;
- Pose at least *one* question for the class to discuss.

While writing your think piece, also consider:

- **How does the author's argument help further your understanding of feminist thought and praxis in relation to gender, sex, race, and other forms of identity?**
- **Discuss connections and/or contradictions between the assigned reading for the week and assigned texts from prior weeks.**
- Students are encouraged to relate current events to assigned readings.

### **Critical Responses 30%**

Throughout the semester, students will write critical analyses in response to course material. Students will be given writing prompts and asked to address the major themes and arguments of the assigned readings, and connections and/or contradictions between the assigned readings. The writing prompts will encourage students to reflect on how course material has informed, challenged, and enhanced your understanding of feminisms globally, and to consider the ways in which we can move these concepts forward empirically, theoretically, and methodologically.

### **Term paper 20% (5% for class presentation, 15% for final paper)**

Guidelines for the term paper will be distributed in class.

### **Extra credit opportunities**

Throughout the semester, the Department of Women's, Gender, and Sexuality Studies hosts events on campus: <https://wgss.osu.edu/events>. To earn extra credit, attend a relevant WGSS event and write a 400-500 word response on the main features of the event, the questions and debates raised, and your assessment of and response to them. You may submit a maximum of two extra credit responses during the semester.

## Late assignments

Written assignments will be penalized by 20% daily for late submissions. Please notify me immediately if you have a medical or mental health issue that will prevent you from submitting assignments on time. All other University procedures and policies will be followed explicitly.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Instructor feedback and response time

In my experience, fielding dozens of emails is not the most effective way of addressing questions that arise from course readings and class discussions, so please bring any questions and concerns that you have to class and office hours first. In terms of email communication, during the week (Monday-Friday), you should expect a response within 24 hours. Please expect a response on Monday for e-mails sent over the weekend. In addition, many queries can be answered by reviewing the course syllabus. Please consult the syllabus prior to emailing. For graded assignments, you can generally expect feedback within 7 days.

Students are strongly encouraged to take advantage of office hours for questions regarding course requirements. I am available during office hours and by appointment to discuss assignments in advance of the due date. I will also provide feedback on graded papers. I encourage all students to visit the University Writing Center, which is a wonderful resource for improving and enhancing writing skills: <http://cstw.osu.edu/writingCenter/default.cfm>

## Attendance, participation, and discussions

### Student participation requirements

I expect students to participate thoughtfully, respectfully, and consistently in our shared learning environment. Participation in this course will involve attending class and being



prepared for discussions by completing all assignments and required readings prior to class. Participation will be evaluated based on active participation in class discussions (e.g. asking questions, deep listening, offering thoughtful comments), attendance checks based on assigned readings, and other classroom activities.

Class participation will be assessed daily using the following scale:

- \* 0/20 – Student is often absent, and therefore unable to participate in discussion.
- \* 5/20 – Student is rarely prepared for group discussions, and rarely volunteers to participate.
- \* 10/20 – Student’s preparation and participation in class is inconsistent. Student answers when called on but does not offer questions or comments to the class. Student willingly participates in class activities but with minimal effort.
- \* 15/20 – Student is usually prepared and willingly participates in class activities. Student makes concerted efforts to engage in discussions, drawing from assigned readings.
- \* 20/20 – Student is consistently prepared for class, and participates substantively during each class meeting. Student uses course terms and frames questions and comments through assigned course readings. Student prepares notes and critical questions from assigned readings, and asks open questions during discussion.

Due to the interdisciplinary nature of Women’s, Gender, and Sexuality Studies, students in this class represent many different disciplines with varying familiarities with feminist theory. Please be mindful of discussion dynamics. In order to enable a productive learning environment during class discussions, our collective approach will be to invite reflection, honesty, and generosity during intellectual exchanges. An atmosphere of civility and respect for the opinions of others is essential in an academic environment. It is likely that you will not agree with everything that is said or discussed in the classroom. Students are expected to listen respectfully and respond thoughtfully.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Course schedule (tentative)

Reading assignments and coursework due dates are subject to change.

\* Please note that assignments are listed according to what will be discussed that day in class.

	Day 1	Day 2
<b>Week 1</b> <b>What is Islamic Feminism?</b>	<b>January 2019</b> Course introduction Class introductions Creating our community norms  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Fatima Seedat, "When Islam and Feminism Converge," <i>The Muslim World</i> 103:3 (July 2013)</li> </ul>	<b>January 2019</b> Lecture – What is Islamic Feminism?  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Margot Badran, "Towards Islamic Feminisms: A Look at the Middle East," and "Islamic Feminism: What's in a Name?," <i>Feminism in Islam: Secular and Religious Convergences</i>, pp. 215-252</li> </ul>
<b>Week 2</b> <b>Gender in Islam</b>	<b>January 2019</b> Lecture – A Brief Introduction to Islam <i>* Think piece due</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Tamara Sonn, <i>A Brief Introduction to Islam</i>, Chapter 1</li> <li>• Leila Ahmed, <i>Women and Gender in Islam: Historical Roots of a Modern Debate</i>, "Women and the Rise of Islam"</li> </ul>	<b>January 2019</b> Class discussion – Gender in Islam  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Leila Ahmed, <i>Women and Gender in Islam: Historical Roots of a Modern Debate</i>, "The First Feminists"</li> <li>• Tamara Sonn, <i>A Brief Introduction to Islam</i>, Chapter 2</li> </ul>
<b>Week 3</b> <b>Imagining Women from the 'Orient'</b>	<b>January 2019</b> Lecture – Orientalism <i>* Think piece due</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Joanne Sharp, <i>Postcolonial Geographies</i>, "Imagining the World"</li> <li>• Tamara Sonn, <i>A Brief Introduction to Islam</i>, Chapter 3</li> </ul>	<b>January 2019</b> Class discussion – Orientalism  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Malek Alloula, <i>The Colonial Harem</i>, Chapters 1-2, 10, pp. 3-36, 105-126</li> <li>• Edward Said, <i>Orientalism</i>, Introduction, Chapter 1 (Sections I-II)</li> </ul>

<p><b>Week 4</b> <b>Colonial Representations of Algerian Women</b></p>	<p><b>January 2019</b> Lecture - Colonialism in Algeria * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Assia Djebar, <i>Women of Algiers in their Apartment</i>, Postface, "Forbidden Gaze, Severed Sound," pp. 133-154</li> <li>• Edward Said, <i>Orientalism</i>, "Pilgrims and Pilgrimages" pp. 180-191</li> </ul>	<p><b>January 2019</b> Class discussion – Orientalism and Representations of Algerian Women</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Marnia Lazreg, <i>Eloquence of Silence</i>, Chapter 1, "Decolonizing Feminism," pp. 6-19, Chapter 3, "The Colonial War in Fact and Fancy," pp. 36-50</li> </ul>
<p><b>Week 5</b> <b>Feminism and Nationalism in Algeria</b></p>	<p><b>February 2019</b> Film – "Battle of Algiers" * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Franz Fanon, <i>A Dying Colonialism</i>, Chapter 1, "Algeria Unveiled," pp. 35-68</li> </ul> <p><b>Recommended reading:</b></p> <ul style="list-style-type: none"> <li>• Cynthia Enloe, <i>Bananas, Beaches, and Bases</i>, "Nationalism and Masculinity"</li> </ul>	<p><b>February 2019</b> Class discussion – Nationalism, Decolonization, and Feminism</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Assia Djebar, <i>Fantasia, An Algerian Cavalcade</i>, Part Three, pp. 113-167</li> <li>• Marnia Lazreg, <i>Eloquence of Silence</i>, Chapter 7, "Nationalism, Decolonization, and Gender," pp. 118-141</li> </ul>
<p><b>Week 6</b> <b>Gender and Sexuality in Iran</b></p>	<p><b>February 2019</b> Lecture – Gender and Sexuality under the Qajar and Pahlavi Monarchies * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Afsaneh Najmadabi, <i>Women with Mustaches and Men without Beards</i>, Chapters 1-2</li> </ul>	<p><b>February 2019</b> Class discussion - Gender and Sexuality in Iran</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Marjane Satrapi, <i>Embroideries</i></li> </ul>
<p><b>Week 7</b> <b>Western Imperialism and Iranian Women</b></p>	<p><b>February 2019</b> Lecture - 'Saving' Iranian Women * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Nima Naghibi, <i>Rethinking Global Sisterhood: Western Feminism and Iran</i>, Chapters 1-2</li> </ul>	<p><b>February 2019</b> Class discussion – Iranian Women's Articulations of Feminism</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Afsaneh Najmadabi, <i>Women with Mustaches and Men without Beards</i>, Chapter 4</li> </ul>
<p><b>Week 8</b> <b>Gender and Nationalism in Iran</b></p>	<p><b>February 2019</b> Film – "Women without Men"</p> <p><b>Reading:</b></p>	<p><b>February 2019</b> Class discussion – Gender, Sexuality, and Revolution in Iran</p> <p><b>Reading:</b></p>

	<ul style="list-style-type: none"> <li>• Afsaneh Najmadabi, <i>Women with Mustaches and Men without Beards</i>, Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>• Valentine Moghadam, "Islamic Feminism and its Discontents: Notes on a Debate"</li> <li>• Marjane Satrapi, <i>Persepolis</i></li> </ul>
<b>Week 9</b> <b>Human Rights and Imperialism</b>	<b>March 2019</b> Lecture on Human Rights, Universalism, Relativism, and Pluralism  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights, available at: <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></li> <li>• The Cairo Declaration on Human Rights in Islam, available at: <a href="http://www.oic-oci.org/english/article/human.htm">http://www.oic-oci.org/english/article/human.htm</a></li> <li>• Lila Abu-Lughood, <i>Do Muslim Women Need Saving?</i>, Chapter 1</li> </ul>	<b>March 2019</b> Class discussion – Women’s Rights as Human Rights  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Lila Abu-Lughood, <i>Do Muslim Women Need Saving?</i>, Chapters 3, 5</li> </ul>
<b>Week 10</b> <b>Spring Break</b>	<b>March 2019</b> No class – Spring Break	<b>March 2019</b> No class – Spring Break
<b>Week 11</b> <b>Human Rights and ‘Saving’ Afghan Women</b>	<b>March 2019</b> Lecture on Imperialism in Afghanistan * <i>Think piece due</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Deborah Ellis, <i>The Breadwinner</i></li> <li>• Charles Hirschkind and Saba Mahmood, "Feminism, the Taliban, and Politics of Counter-insurgency," <i>Anthropological Quarterly</i> 75:2, Spring 2002</li> </ul> <b>Recommended Reading:</b> <ul style="list-style-type: none"> <li>• Valentine Moghadam, "Women and Social Change in Afghanistan," <i>Gender and Social Change in the Middle East</i>.</li> </ul>	<b>March 2019</b> Class discussion – Women’s Movements in Afghanistan  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Leela Fernandes, <i>Transnational Feminism in the United States</i>, "U.S. State Practices and the Rhetoric of Human Rights."</li> <li>• Revolutionary Association of the Women of Afghanistan, "About RAWA," available at: <a href="http://www.rawa.org">www.rawa.org</a></li> </ul>

<p><b>Week 12</b> <b>Beauty, Liberation, and Geopolitics</b></p>	<p><b>March 2019</b> Film – “The Beauty Academy of Kabul” * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Jennifer Fluri and Rachel Lehr, “The Carpetbaggers of Kabul” and “Gender and Grief Currency” in <i>The Carpetbaggers of Kabul</i></li> </ul>	<p><b>March 2019</b> Class discussion –Neoliberal Articulations of Women’s Rights</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Jennifer Fluri and Rachel Lehr, “Conscientiously Chic’: The Production and Consumption of Afghan Women’s Liberation” in <i>The Carpetbaggers of Kabul</i></li> </ul>
<p><b>Week 13</b> <b>Piety Movements, Feminist Exegeses, and Women’s Rights</b></p>	<p><b>April 2019</b> Lecture – Contemporary Articulations of Islamic Feminism * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Amina Wadud, <i>Qur’an and Woman</i>, Chapter 1, “In the Beginning, Man and Woman Were Equal,” pp. 15-28</li> <li>• Asma Barlas, “The Qur’an and Hermeneutics: Reading the Qur’an’s Opposition to Patriarchy,” <i>Journal of Qur’anic Studies</i> 3 (2001), 15-38.</li> </ul> <p><b>Recommended reading:</b></p> <ul style="list-style-type: none"> <li>• Barbara Stowasser, “Gender Issues in Contemporary Qur’an Interpretation,” pp. 30-44 in <i>Islam, Gender, and Social Change</i>, ed. Yvonne Haddad and John Esposito</li> </ul>	<p><b>April 2019</b> Class discussion – Piety Movements</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Safia Aoude, “Islamic Feminism in post-modern Egypt: Reclaiming Women’s Muslim Space in Modern Egypt”</li> <li>• Saba Mahmood, <i>The Politics of Piety: The Islamic Revival and the Feminist Subject</i>, “The Subject of Freedom”</li> </ul> <p><b>Recommended reading:</b></p> <ul style="list-style-type: none"> <li>• Azza Karam, <i>Women, Islamisms, and the State</i>, Chapter 8, “Gender and Islamism,” pp. 206-232</li> </ul>
<p><b>Week 14</b> <b>The Arab Spring and Gender Justice</b></p>	<p><b>April 2019</b> Lecture on Feminist Protests during the Arab Spring * <i>Think piece due</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hayat Alvi, “Women’s Rights Movements in the ‘Arab Spring’: Major Victories or Failures for Human Rights?” <i>Journal of International Women’s Studies</i> 16:3 (2015): 294-318</li> <li>• Wassyla Tamzani. “The Arab Spring, Feminism and Islam,” available at: <a href="http://autonomies.org/2016/07/wassyl-a-tamzali-the-arab-spring-feminism-">http://autonomies.org/2016/07/wassyl-a-tamzali-the-arab-spring-feminism-</a></li> </ul>	<p><b>April 2019</b> Class discussion – Gender, Protest, and Public Space</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Adrien K. Wing, “Symposium: Women in the Revolution: Gender and Social Justice After the Arab Spring” Roundtable Discussion</li> <li>• Amna Abdullatif. “Voices of Women in the Arab Spring,” <i>Social Sciences Education</i> 12:1: 14-17</li> </ul>

	and-islam/	
<b>Week 15</b> <b>New Directions in Islamic Feminisms</b>	<b>April 2019</b> Class discussion * <i>Think piece due</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Fatima Sedat, "Islam, Feminism, and Islamic Feminism: Between Inadequacy and Inevitability," <i>JFSR</i> 29.2 (2013): 25–45</li> <li>• Margot Badran, "Re/Placing Islamic Feminism." <i>Sciences Po. CERI Report</i>, 1-23</li> </ul>	<b>April 2019</b> Class discussion  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Excerpts from <i>Randa Jarrar, Him, Me, Muhammad</i></li> </ul> 1.

## Other course policies

### Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support

applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.