

Term Information

Effective Term Spring 2025

[Previous Value](#) [Spring 2024](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Citizenship for a Just & Diverse World GE Theme and High Impact practice : Research and Creative Inquiry

What is the rationale for the proposed change(s)?

This course examines the positions and roles of women as gendered citizens in the Muslim Middle East/North Africa (MENA) and South Asia. Additionally, it explores the emergence and impact of women-led justice-based initiatives in the Muslim Middle East/North Africa, South Asia, and their diasporas.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Islamic Studies
Fiscal Unit/Academic Org	Near East S Asian Lang/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3205
Course Title	Women in the Muslim Middle East
Transcript Abbreviation	Wom in Muslm Mid E
Course Description	This course examines the position of Muslim women as gendered citizens in the Middle East/North Africa (MENA) and South Asia. Additionally, it explores justice-based initiatives in MENA and South Asian countries. This course examines women's cultural, social, and political roles in a number of Middle Eastern/North African and South Asian societies within the context of Islam.

[Previous Value](#) [Examination of the position on women in the contemporary Middle East; impact of regional environment on gender identity; gender bias studies in various Middle Eastern countries.](#)

Semester Credit Hours/Units Fixed: 4

[Previous Value](#) [Fixed: 3](#)

Offering Information

Length Of Course 14 Week, 12 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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or GE foundation writing and info literacy course.
Exclusions	Not open to students with credit for NELC 3205.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	38.0205
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Global Studies (International Issues successors); Citizenship for a Diverse and Just World; Research Seminar
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies
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

- Read and analyze contextual, theoretical, and literary texts that address the roles and positions of Muslim women and gendered subjectivities in the Middle East and South Asia in their respective historical and socio-political contexts
- Explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
- Use various sources of information to investigate a point of view or conclusion about gender and citizenship in the Muslim Middle East/North Africa and South Asia
- Integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or work they have done in previous and future classes
- Analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
- Examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.
- *The primary aim of the course is to situate genders and sexualities in the region within a complex and multidimensional framework and to question cliché, Orientalist representations that became influential again in the post 9/11 era.*

Previous Value

Content Topic List

- Gender and Islam in the Middle East and South Asia
- Gender, Citizenship, and Equity in Early Islam and the Scripture
- Muslim Women, the Domestic Harem, and Orientalist Discourses
- Muslim Women and the Iranian (Sexual) Revolution
- Feminism in Egypt, India, and Turkey
- Gendered and Racialized Muslim Subjects in U.S. Media Post 9/11

Previous Value

- *Islam: Core statements from Qur'an and Hadith (sayings of the Prophet) concerning women and gender relations*
- *Life situations of contemporary Middle Eastern Muslim women*
- *Impact of regional environment on gender identity*
- *Cultural bases for concepts of gender difference and gender bias, including folklore*
- *Modes of representation: ethnographies and case studies, memoirs, fiction, and film*

Sought Concurrence

No

Attachments

- ISLAM 3205_research-creative-inquiry-inventory.docx: Research and Creative Inquiry Course Inventory
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- ISLAM 3205_Citizenship_Worksheet_Final.docx: GE Rationale
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- ISLAM 3205 Women and Citizenship in the Muslim Middle East and South Asia_Final (1).docx: Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)

COURSE CHANGE REQUEST
3205 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/24/2024

Comments

- - If you are asking for a Foundation course to become a Theme, please uncheck the Foundation category on the form in curriculum.osu.edu (Historical and Cultural Studies). Indeed a Theme course cannot also be a Foundation course.
- I happened to notice that on the syllabus, only one of the two GEL categories is acknowledged. GEL Cultures and Ideas is not listed with its goals, ELOs etc. It should be as well. And both those categories should clearly be identified as being legacy GE categories. *(by Vankeerbergen, Bernadette Chantal on 07/31/2024 10:35 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	07/11/2024 05:17 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	07/12/2024 03:54 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/31/2024 10:39 AM	College Approval
Submitted	Carmichael, Phoebe Cullen	08/02/2024 10:38 AM	Submitted for Approval
Approved	Brenner, Naomi	08/02/2024 11:14 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/02/2024 11:24 AM	College Approval
Submitted	Carmichael, Phoebe Cullen	09/06/2024 12:23 PM	Submitted for Approval
Approved	Brenner, Naomi	09/06/2024 02:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/24/2024 08:54 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/24/2024 08:54 AM	ASCCAO Approval

ISLAM 3205: Women and Citizenship in the Muslim Middle East & South Asia

Course overview

Instructor:

Class:

Office Hours:

Format: Lecture

4 credit-hours

Course Description

This course examines the position of Muslim women as gendered citizens in the Middle East/North Africa (MENA) and South Asia. Additionally, it explores various justice-based initiatives in Middle Eastern/North African and South Asian countries. The positions of Muslim women and other gendered subjectivities in the MENA region and South Asia are not expressions of traditional or religious sentiments in any essentialist way. They are patterns in which large social and historical issues, including religious issues and processes, are expressed.

This course examines women's cultural, social, and political roles in a number of Middle Eastern/North African and South Asian societies within the context of Islam. We will engage a diverse range of voices of Muslim women. We will read and synthesize ideas from a variety of scholarly and creative works that convey how Muslim women perceive themselves and their roles within Islamic society. We will take an intersectional approach to exploring these perspectives by situating them in their specific historical and geopolitical contexts while considering categories of gender, religion, race, class, and citizenship. The topics we will engage include gender and citizenship in early Islam, women in the Qur'an, Islamic feminisms and women's movements, and representations of gendered and racialized Muslim subjects in modern literature and film from the Middle East/North Africa, South Asia, and their diasporas. The course also critically probes neo-Orientalist representations of Muslim women and other racialized and gendered subjectivities post 9/11. This is a 4-credit course with an embedded research component fulfilling the following GE requirements: GE: Citizenship for a Just and Diverse World; GE: Diversity: Global Studies

Prerequisites

Course Goals

By the end of this course, students should successfully be able to:

- Read and analyze contextual, theoretical, and literary texts that address the roles and positions of Muslim women and gendered subjectivities in the Middle East and South Asia in their respective historical and socio-political contexts
- Demonstrate familiarity with major themes and debates related to the construction and organization of gender in the Muslim Middle East/North Africa and South Asia
- Analyze a variety of ways Islamic scripture and cultural interpretations of Islam address gender, women's rights, and women's roles in society
- Consider how constructions of citizenship in Muslim societies and beyond are often explicitly and implicitly gendered
- Probe and critically reflect on Orientalist and neo-Orientalist (post-9/11) representations of gendered and racialized subjects
- Discuss how different conceptualizations of citizenship are implicated in projects to advance justice for diverse populations
- Identify and examine their own implicit beliefs about social identities, including gender, religion, race, ethnicity, and citizenship
- Use various sources of information to investigate a point of view or conclusion about gender and citizenship in the Muslim Middle East/North Africa and South Asia
- Creatively re-present and reflect on how information related to course themes can be perceived differently depending on its mode of presentation and dissemination

General Education

Foundations: Citizenship for a Just and Diverse World

Goals and Expected Learning Outcomes

Goal 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.

1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

Goal 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

3.2 Identify and reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

We meet these outcomes by:

- examining how gender is constructed and debated in scholarly and literary texts.
- discussing the way that important frameworks and contexts such as Orientalism, colonialism, and nationalism are understood in relation to gender, religion, and citizenship.
- appreciating the diverse ways that critical scholars of Islamic and gender studies have engaged with social issues in modern and contemporary Muslim societies.
- cultivating our capacity for thinking critically about how our own beliefs and lived experiences are shaped by categories like gender, ethnicity, religion, and citizenship.

- conducting individual and group research and creative activities that critically engage varying definitions of justice, citizenship, and belonging.
- engaging with our classroom community in a manner that supports each individual's learning and dignity.

Diversity: Global Studies

Goals and Expected Learning Outcomes

Goal 1: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

1.1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.

1.2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

We meet these outcomes by:

- evaluating primary and secondary sources related to particular Muslim communities from the Middle East/North Africa and South Asia that allow us to recognize the diversity of Muslim societies and the ways these societies interpret, negotiate, and apply Islamic principles.
- analyzing case studies that show how religious identity is experienced and understood in relation to other aspects of social identity, specifically gender, by individuals and within social systems.
- conducting and presenting research that will expand our collective exposure to and knowledge of different lived experiences of women and gendered subjectivities in the Muslim Middle East/North Africa and South Asia.
- examining our own implicit and explicit beliefs about gender in a variety of contexts.
- appreciating the relationship between religion and society in the Middle East/North Africa and South Asia, specifically the ways in which Islam has affected and informed women's status and roles.
- reflecting on literary texts that represent and re-imagine prevailing gendered social structures

Required books

Leila Ahmed, *Women and Gender in Islam: Historical Roots of a*

Modern Debate, Yale University Press, 1992.

The instructor will post all other required reading materials in Carmen.

Grading

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

Assignments	Percentage
Participation	10
Reading Responses (10x2%)	20
Scaffolded Research Assignments (3x10%)	30
Peer Review Assignments (3x5%)	15
Presentation	5
Final Research Paper	20
Total	100

Descriptions of major course assignments

Participation (10%)

Participation is an important component of the learning process. It helps you activate your knowledge and process course materials and discussions. Participation may mean different things to different learners. In this course, participation includes contributing to group discussions, listening, and responding to the instructor and peers, speaking in class discussions, and reflecting on ideas through in-class writing assignments. If you are unable to attend class for any reason, please communicate with your instructor **before** class.

Reading Response Papers (20%)

Throughout the semester, you will be expected to complete a total of **10 reading responses** (200-250 words each). These entries offer you a way to record a set of critical observations and interpretations regarding the scholarly or literary texts you are reading for the week. In general, the reading response should consist of at least 5 quotations you select from the assigned literary/theoretical text(s), AND your detailed analysis of each idea (please quote and cite correctly). Your analysis should reflect on how the reading/the quotations engage concepts such as gender, citizenship, or justice. This assignment category is foundational to the class and will help prepare you to write the course papers. More detailed instructions on text responses will be shared in advance on Carmen and a template is also available for you to download.

Scaffolded Research and Writing Assignments (30%)

Three short research and writing assignments that will each focus on a particular writing and research skill including searching for and closely analyzing a scholarly source, organizing a detailed outline of a research paper, and (re)presenting acquired information on gender, citizenship, and justice in a new and creative way. These assignments aim to strengthen your research and creative skills, deepen your engagement with course materials, and prepare you for the final project.

Scaffolded Research and Writing Assignment #1 (10%): Searching as Strategic Exploration

For this assignment, you must attend our session with the librarian who will teach us how to use the university's databases and other research tools. In this assignment, you will search for and locate a scholarly peer-reviewed source that is relevant to one of our course's themes and your research topic (to be selected by the end of Week 3). After locating your source, you must write a 2-3 page reflection that reflects on 1) your individual research experience and how the source you locate allows you to re-examine previously held assumptions about the topic 2) the source, its authority, arguments, and the kind of information it presents 3) the source's relevance to the course themes (consider the intersections of gender, citizenship, religion, and race), and 4) how you might use the source or what you learned from the library session in your final paper. This assignment will 1) acquaint you with the Middle East and Islamic Studies librarian and important library research tools 2) allow you to closely analyze a source and determine its relevance and value to your final paper, and 3) allow you to self assess prior research experiences and previous assumptions about your topic.

Scaffolded Research and Writing Assignment #2 (10%): Outlining a Research Paper

In this assignment, you will draft an outline of your final paper. For this assignment, you will receive a template of an outline that you will populate with an introduction, argument/thesis statement, topic sentences for body paragraphs, examples of supporting evidence you are considering (quotes, literary analysis, etc), and a short list of references (at least 4 including the one you used in Scaffolded Assignment #1). You should use the skills you learned in the first scaffolded assignment to locate these sources. This assignment is meant to help you 1) organize your ideas around a main point/argument and 2) recognize the gaps in your argument/supporting evidence, and 3) define the scope of your project.

Scaffolded Research and Writing Assignment #3 (10%): Information Creation as a Process

For this assignment, you must attend our session with the librarian who will give us a lecture on the importance of engaging different *kinds* of sources and the impact of format. In this assignment, you will select a new source related to your research topic and the course themes. The source can be an academic article, a literary text, a film, etc. You will convey the main arguments and the relevance of the source to our themes (gender, citizenship, or justice) and your final project by **(re)presenting this information in a new format**. You may consider creating an infographic, a short podcast, slides, a short story, poetry, or a piece of art inspired by the source. For instance, if you select an academic article, you may (re)present the information in a podcast or poster. This assignment must be accompanied by a short reflection (around 1 page) on 1) the value of the (kind of) source you selected, 2) your process of creating the project, and 3) the implications of creating and presenting information in a particular format (you may consider: audience, impact, perception, etc.). This assignment will allow you to 1) practice more searching as strategic exploration, 2) reflect on how information may be perceived differently based on its format/method of dissemination, 3) prepare for the presentation assignment at the end of the course, 4) assess the value of the source to your final paper, and 5) reflect on your role as a responsible learner and information creator.

Presentation on Research (5%)

In this assignment, you will present your research topic, arguments, and supporting evidence/sources to the class. You must dedicate time in your presentation to reflect

on the challenges and opportunities you encountered during the research process along with the ways your research assesses prior assumptions about gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia. The presentation should be around 5-7 minutes long.

Peer Review of Scaffolded Assignments (15%)

Before you submit your three scaffolded research/writing assignments for final grading, you will share your work with an assigned peer who will give you feedback/suggestions on your work. You will reciprocate by offering thoughtful feedback on your partner's assignment. Your instructor will provide a checklist of criteria to consider as you review your partner's work.

Final Research Paper (20%)

Your final project is a short research paper (5-6 double-spaced pages) on a topic of your choosing (topic to be chosen by the end of Week 3) but that is related to the themes of our course (gender, citizenship, and/or justice in the Muslim Middle East/South Asia). In this assignment, you will engage with context, literary, and secondary academic sources to support an argument. Ideally, you will build on the work you produce for the shorter scaffolded assignments so that you will not be working from scratch. You may use the first two sources you engaged in the scaffolded assignments, but you must also locate at least 3 more reputable sources to use in your final paper. This is a chance to put together the writing, organization, creative, and research skills you have been practicing!

Academic integrity and collaboration: Students may consult with the instructor or Middle East Studies Librarian.

Late assignments: Please talk to your instructor if you believe you will have trouble meeting a deadline.

Refer to the Carmen course for up-to-date assignment due dates.

Course Schedule

All reading/viewing material should be completed prior to the day unless specified otherwise.

Week	Readings, Assignments
1	Introduction to the course, syllabus, and each other
2	Introduction to the Study of Gender and Islam in the Middle East and South Asia

Day 1	<ul style="list-style-type: none"> • Read: Pew Research Center, “Mapping the Global Muslim Population,” 2011 https://www.pewresearch.org/religion/2009/10/07/mapping-the-global-muslim-population/ • Read: Barbara D. Metcalf, “A Historical Overview of Islam in South Asia,” <i>Islam in South Asia in Practice</i>, 2010 (pp.1-32) • In class: lecture and discussion on readings
Day 2	<p style="text-align: center;">*****</p> <ul style="list-style-type: none"> • Read: Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” <i>The American Historical Review</i>, vol. 91, no. 5, 1986 (pp. 1053-1075) • Read: Maya Mikdashi, “How Not to Study Gender in the Middle East,” 2012 https://www.jadaliyya.com/Details/25434 • Read: Rachida El-Charni, “The Way to Poppy Street,” translated by Piers Amodia (pp. 64-67) https://www.banipal.co.uk/resources/files/banipal39-pages64-67-rachida-el-charni.pdf • In class: lecture on how to analyze literature/film • In class: lecture and discussion on readings
3 Day 1 Day 2	<p>Gender, Citizenship, and Equity in Early Islam and the Scripture</p> <ul style="list-style-type: none"> • Citizenship in Classical Islam: Read Omar Farahat, “Peace to Those of Faith: Political Affiliation and Belonging in Classical Islamic Thought,” <i>Routledge Handbook of Citizenship in the Middle East and North Africa</i>, 2021 (pp. 19-32) • Women in the Qur’an and the Hadith: Read Jamal A. Badawi, “Gender Equity in Islam” (pp. 1-16) http://www.islamicweb.com/begin/gender.pdf • In class: lecture and discussion on reading • In class: lecture on the ICE writing method • Due before class: Reading Response #1 <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> • Feminist Reflection on the Sacred Texts: Read Kecia Ali, <i>Sexual Ethics & Islam: Feminist Reflection on Qur’an, Hadith, and Jurisprudence</i>, Introduction and Chapter 1, 2006 (pp. xii-xxviii; 1-23) • Founding Discourses and Medieval Islam: Read Leila Ahmed, <i>Women and Gender in Islam</i>, chapters 5-6 (pp. 79-124) • In class: lecture and discussion on readings <p>By the end of this week, you should decide on a research topic</p>
4	<p>Muslim Women, the Domestic Harem, and Orientalist Discourses</p>

Day 1	<ul style="list-style-type: none"> • Read: Sarah Graham-Brown, “The Seen, the Unseen and the Imagined: Private and Public Lives,” <i>Feminist Postcolonial Theory: A Reader</i>, 2003 (pp. 502-519). • Watch: Moufida Tlatli, <i>The Silences of the Palace</i>, 1994 (2 h, 20 mins) https://www.youtube.com/watch?v=YbeNlh8UU30 • In class: lecture and discussion on reading/film • In class: Watch: Sut Jhally, “Edward Said on Orientalism,” available via Kanopy (38 mins) • Due before class: Reading Response #2 <p style="text-align: center;">*****</p>
Day 2	<ul style="list-style-type: none"> • No reading for today • Library Session: Searching as Strategic Exploration
5 Day 1 Day 2	<p>Muslim Women, the Veil, and (Neo)Colonial Discourses</p> <ul style="list-style-type: none"> • Read: Sara Mills, “Gender and Colonial Space,” <i>Feminist Postcolonial Theory: A Reader</i>, 2003 (pp. 692-719) • Read: Leila Ahmed, <i>Women and Gender in Islam</i>, chapter 8 (pp. 144-168) • Watch: Gillo Pontecorvo, <i>The Battle of Algiers</i>, 1966, (1 hr 11 mins) https://www.youtube.com/watch?v=gzuFQjtQZMc • In class: lecture and discussion on readings/film • In class: Finishing Up Draft of Scaffolded Assignment #1 • Due before class: Reading Response #3 <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> • Read: Lila Abu-Lughod, “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” <i>American Anthropologist</i>, vol. 104, no. 3, 2002 (pp. 783-790). • In class: Watch: Diana Ferrero, <i>They Call Me Muslim: Muslim Women and the Decision to Wear a Hijab</i>, 1998, available via Kanopy (27 mins) • In class: lecture and discussion on reading/film • In class: Peer Review #1 <p>DUE: Scaffolded Research Assignment #1: Searching as Strategic Exploration</p>
6 Day 1	<p>Between Scripture and Culture: Muslim Women and the Iranian (Sexual) Revolution</p> <ul style="list-style-type: none"> • Read: Asma Barlas. <i>Believing Women in Islam</i>, excerpts from chapter 5 (pp. 149-166) • Read: Pardis Mahdavi, “‘But What if Someone Sees Me?’ Women, Risk, and the Aftershocks of Iran’s Sexual Revolution,” <i>Journal of Middle East Women’s Studies</i>, vol. 5, no. 2, 2009 (pp.1-23)

Day 2	<ul style="list-style-type: none"> • In class: lecture and discussion on readings • Due before class: Reading Response #4 <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> • Read: Shahrnush Parsipur, excerpts from <i>Women without Men: A Novel of Modern Iran</i>, translated by Faridoun Farrokh, 2011 (pp.10-45) • Watch: Shirin Neshat <i>Women without Men</i>, 2009 https://www.youtube.com/watch?v=1AyatV2neGA, 1h 40 minutes • In class: lecture and discussion on reading/film 		
Day 1	<p>7</p> <p>Feminism(s) in Egypt: Islamic Feminism, State Feminism, and the Women’s Piety Movement</p> <ul style="list-style-type: none"> • Read: Leila Ahmed, <i>Women and Gender in Islam</i>, chapters 9-10, (pp. 169-207) • Read: Radwa Ashour, “He Wants to Be Reassured,” translated by Emily Drumsta, 1990 https://www.jadaliyya.com/Details/33827/Two-Stories-by-Radwa-Ashour • In class: Watch scenes from Feriel Ben Mahmoud, <i>Feminism Inshallah: A History of Arab Feminism, A film</i>, 2014, via Kanopy (52 minutes) • In class: lecture and discussion on readings/film • Due before class: Reading Response #5 <p style="text-align: center;">*****</p> <td data-bbox="190 1308 298 1883">Day 2</td> <td data-bbox="298 1308 1429 1883"> <ul style="list-style-type: none"> • Read: Saba Mahmood, <i>The Politics of Piety: The Islamic Revival and the Feminist Subject</i>, 2004, excerpts from chapters 1-2 (pp.1-66) • In class: Watch: “Saba Mahmood on Citizenship and Orientalism” https://www.youtube.com/watch?v=kXKyOna6BO8 (05:25-end) • In class: lecture and discussion on reading/video </td>	Day 2	<ul style="list-style-type: none"> • Read: Saba Mahmood, <i>The Politics of Piety: The Islamic Revival and the Feminist Subject</i>, 2004, excerpts from chapters 1-2 (pp.1-66) • In class: Watch: “Saba Mahmood on Citizenship and Orientalism” https://www.youtube.com/watch?v=kXKyOna6BO8 (05:25-end) • In class: lecture and discussion on reading/video
Day 1	<p>8</p> <p>Feminism(s) in India: Invoking Justice, Islamic Law, and the Creation of Women’s Jumaat</p> <ul style="list-style-type: none"> • Read: Sylvia Vatuk, “Islamic Feminism in India: Indian Muslim Women Activists and the Reform of Muslim Personal Law,” <i>Modern Asian Studies</i>, vol. 42, no. 2, 2008 (pp. 489-518) • Watch: Deepa Djanraj, <i>Invoking Justice</i>, 2011, via Kanopy (1h 22 mins) • In class: lecture and discussion on reading/film • Due before class: Reading Response #6 <p style="text-align: center;">*****</p> <td data-bbox="190 1883 298 1892">Day 2</td> <td data-bbox="298 1883 1429 1892"> <ul style="list-style-type: none"> • Read: Haris Qadeer, “Introduction” in <i>The Silence That Speaks: Short Stories by Indian Muslim Women</i>, 2020 (pp. 1-20) • Read: Seemin Hasan, “A Lady and Her Husband,” in <i>The Silence That Speaks: Short Stories by Indian Muslim Women</i>, 2020 (pp. 300-304) </td>	Day 2	<ul style="list-style-type: none"> • Read: Haris Qadeer, “Introduction” in <i>The Silence That Speaks: Short Stories by Indian Muslim Women</i>, 2020 (pp. 1-20) • Read: Seemin Hasan, “A Lady and Her Husband,” in <i>The Silence That Speaks: Short Stories by Indian Muslim Women</i>, 2020 (pp. 300-304)

	<ul style="list-style-type: none"> In class: lecture and discussion on readings
9	<p>Feminism(s) in Turkey: Secular Feminism, State Feminism, and the “Citizen Woman”</p>
Day 1	<ul style="list-style-type: none"> Read: Nükhet Sirman, “Feminism in Turkey: A Short History.” <i>New Perspectives on Turkey</i>, vol. 3, no. 1, 1989 (pp. 1-34) Read: Jenny White, “State Feminism, Modernization, and the Turkish Republican Woman, <i>NWSA Journal</i>, vol. 15, no. 3, 2003 (pp. 145-159) In class: lecture and discussion on readings Due before class: Reading Response #7 *****
Day 2	<ul style="list-style-type: none"> No reading for this class In class: Work on Scaffolded Research Assignment #2 In class: Peer Review #2 <p>DUE: Scaffolded Research Assignment #2: Outlining a Research Paper</p>
10	<p>The Arab Spring: Gender and Online Political Activism</p>
Day 1	<ul style="list-style-type: none"> Read: Victoria Newsom, “Arab Women, Social Media, and the Arab Spring: Applying the Framework of Digital Reflexivity to Analyze Gender and Online Activism,” <i>Journal of International Women’s Studies</i>, vol. 13, no. 5, 2012 (pp. 31-34) Read: Elisabeth Johansson-Nogues, “Gendering the Arab Spring? Rights and (in)security of Tunisian, Egyptian and Libyan Women,” <i>Security Dialogue</i>, vol. 44, no. 5, 2013 (pp. 393-409) In class: lecture and discussion on readings Due before class: Reading Response #8 *****
Day 2	<ul style="list-style-type: none"> Read: Maha Jouini, “The Last Arab Man,” translated by Raphael Cohen https://shortstoryproject.com/stories/the-last-arab-man/ Watch: Gino Reticker, <i>The Trials of Spring: Women, War, & Peace II</i>, 2015 (54 mins) In class: lecture and discussion on readings/film
11	<p>Gender, Citizenship, and Belonging: Visual Representations of Palestinian Exile</p>
Day 1	<ul style="list-style-type: none"> Read: Excerpts from Edward Said, <i>After the Last Sky: Palestinian Lives</i>, 1999 (pp. 3-25; 51-85). Watch: Michel Khleifi, <i>Fertile Memory</i>, 1980 (1h 40 mins) https://www.youtube.com/watch?v=exSCadC-jSE In class: lecture and discussion on reading/film Due before class: Reading Response #9

Day 2	<p>*****</p> <ul style="list-style-type: none"> No reading for today Library Session: Information Creation as Process
12 Day 1	<p>Gendered and Racialized Muslim Subjects in U.S. Media Post 9/11</p> <ul style="list-style-type: none"> Read: Jasbir Puar, "Mapping US Homonormativities," <i>Gender, Place and Culture: A Journal of Feminist Geography</i>, 2006 (pp. 67-88) Read: Jack Shaheen, "Introduction," <i>Reel Bad Arabs: How Hollywood Vilifies a People</i>, 2001 (pp.1-37) In class: Watch scenes from <i>Reel Bad Arabs</i> (Media Education Foundation) https://www.youtube.com/watch?v=C-xj7FKoKFQ In class: lecture and discussion on readings/film Due before class: Reading Response #10
Day 2	<p>*****</p> <ul style="list-style-type: none"> No reading for this day In class: Work on Scaffolded Assignment #3 In class: Peer Review #3 <p>DUE: Scaffolded Research Assignment #3: Information Creation as Process</p>
13 Day 1	<p>In the Diaspora: Gender, Islamophobia, and Racial Justice Solidarity Movements</p> <ul style="list-style-type: none"> Read: Sunera Thobani, "Racial Violence and the Politics of National Belonging: The Wisconsin Shootings, Islamophobia and the War on Terrorized Bodies," 2012 (pp. 281-286) Watch: Valerie Kaur, <i>Divided We Fall: Americans in the Aftermath</i>, 2006 https://vimeo.com/179147759 In class: lecture and discussion on reading/film Due before class: Reading Response #11 (for extra credit)
Day 2	<p>*****</p> <ul style="list-style-type: none"> Read: Fatimah Asghar, Selections from <i>If They Come for Us: Poems</i>, 2018 In class: lecture and discussion on reading Work on Presentations
14 Day 1	<ul style="list-style-type: none"> Presentations <p>*****</p>
Day 2	<ul style="list-style-type: none"> Presentations
15	<ul style="list-style-type: none"> Work on Final Projects

Academic Misconduct:

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Use of AI:

Unless notified otherwise, content-generating AI is not to be used in this course. The instructor will clearly state when and how it is permissible for students to use these tools. When allowed, students must clearly identify writing, text, or media generated by AI and show how AI tools were used in the process of creating a final product. Any attempt to treat AI output as a student’s own work or failing to identify AI-generated work will be treated as academic dishonesty. Students should think critically about the appropriate use of AI to achieve learning goals.

Disability Services:

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. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the **Safe and Healthy Buckeyes**

[site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health:

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 or calling 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 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.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up

assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Sexual misconduct / relationship violence:

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 at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

This course (ISLAM 3205: Women and Citizenship in the Muslim Middle East and South Asia) examines the positions and roles of women as gendered citizens in the Muslim Middle East/North Africa (MENA) and South Asia. Additionally, it explores the emergence and impact of women-led justice-based initiatives in the Muslim Middle East/North Africa, South Asia, and their diasporas.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about gender and citizenship in the Muslim Middle East and South Asia through:</i></p> <p><u>Weekly reading response papers</u> which require the students to synthesize, record observations, and critically assess how gender, citizenship, and justice-based initiatives are constructed in foundational scholarship emerging out of the disciplines of Islamic and gender studies and in literary works.</p> <p><u>Engagement in class-based discussion and group work:</u> Students demonstrate comprehension of the course readings, critically assess contextual, theoretical, and literary materials, and engage in individual and collective work:</p> <ul style="list-style-type: none"> • <i>In class-based discussion example: Week 6 Day 1 (see syllabus): Students examine aspects of the Iranian sexual revolution and Muslim women as sexual subjects. Day 1 this week is reserved for examining contextual and theoretical readings. At the end of this class, students will individually write a one-minute paper critically evaluating one or more of the main ideas from the day’s lecture and then compare notes in pairs. Pairs share their ideas with the larger group.</i> • <i>Group activity example: For Week 6 Day 2, students will meet in groups, each group closely analyzing a passage from Shahrnush Parsipur’s novel Women without Men (2009). Groups will highlight and discuss the literary and thematic elements and how these connect to arguments/ideas presented in the contextual readings from Day 1. Students</i>

	<p><i>critically evaluate the applicability of the theoretical concepts they learned from the contextual readings to the literary texts. Groups then report out to the larger class.</i></p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p><i>This course will build skills needed to engage in an advanced, in-depth, scholarly exploration of the concepts of gender and citizenship in the Muslim Middle East and South Asia through:</i></p> <p><u>Completion of research and writing assignments</u> such as <i>Scaffolded Research and Writing Assignment #1: Searching as Strategic Exploration which builds skills in locating scholarly sources and evaluating the authority, credibility, value, and relevance of the sources to both the course themes (gender, citizenship, justice in the Middle East/North Africa and South Asia) and the students’ goals for the final project. Part of the work for this assignment will take place during a library session with the Middle Eastern and Islamic Studies librarian (see syllabus, week 4, and detailed assignment description, pp. 6-7). Scaffolded Research and Writing Assignments #2: Outlining a Research Paper and #3: Information Creation as a Process also require advanced, in-depth, scholarly exploration of the students’ research topic (related to gender, citizenship, and justice in the Muslim Middle East/North Africa and South Asia). All three scaffolded assignments contribute to knowledge and skills that are necessary for the final paper, including an emerging list of reputable sources, acquired research and evaluative skills, familiarity with important library tools, practices of self-reflexivity, and opportunities for challenging prior assumptions.</i></p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students identify, describe, and synthesize approaches and experiences in each module topic through a combination of lectures, readings, and discussions:</i></p> <p><u>Lectures and Library Sessions</u></p> <p><i>Lectures encourage students to consider different approaches to the intersectional study of gender, citizenship, and Islam and offer examples of different lived experiences of women in the Middle East/North Africa and South Asia. Each of the 13 themed modules has 1-2 lectures that contain information from both peer-reviewed scholarly sources, literary texts, and popular sources. Lectures offer important contextual information on the scholars, filmmakers, and writers we are engaging, the arguments they present in their works, the socio-cultural and political moment in which these sources were produced, and their relevance today. Again, through lectures, students encounter different lived experiences of Muslim women in the Middle East/North Africa and South Asia. These lectures allow students to identify and compare scholars’ approaches and methodologies to engaging a specific topic (eg. How anthropologists Leila Ahmed and Lila Abu-Lughod approach the phenomenon of veiling in the Middle East differently).</i></p>

On two of days when there is no lecture/no new reading assigned, students will attend library sessions in which they search for information on a topic of their choice and identify and synthesize different approaches to the topics they wish to examine closely over the course of the semester (eg. Veiling, feminist movements, sexuality, etc.). In these sessions, students directly work with the Middle Eastern and Islamic Studies librarian who will conduct activities to teach students how to locate (through library databases, internet, etc.) different kinds of sources, assess the value and relevance of information to their research topics/the course's themes, and identify different approaches adopted in sources. These library activities offer students an opportunity to encounter various methodologies and experiences which they will continue to engage throughout the semester and in their assignments. These sessions directly support the Scaffolded Assignments that are due those weeks (Scaffolded Assignment #1: Searching as Strategic Exploration and Scaffolded Assignment #3: Information Creation as Process).

Reading and Viewings

Course materials come from a variety of sources (scholarly articles, academic studies, documentaries/film, literary texts, experimental writing, mainstream sources, etc.) to help students identify and describe the relationship between gender, citizenship, and justice at an advanced level. This course has one required text, Leila Ahmed's Women and Gender in Islam (1992) that students must purchase or access through the university library. All other required reading materials are provided by the instructor. The readings for this course provide background information on each topic and correspond to the lectures. Students also take some control over their own learning by choosing a peer-reviewed article (Scaffolded Assignment #1) and one literary or popular text, or a film (for Scaffolded Assignment #3) to closely examine. The course topics are diverse and include: women, gender, and citizenship in early Islam, representations of citizenship in literature and film, women's movements across the Middle East and South Asia, and racial justice movements emerging out of contemporary diasporic communities. The diverse readings offer students the opportunity to synthesize different approaches and experiences. For example, for Week 10 Day 1 (see syllabus), students will read two articles (Newsom and Johansson-Nogues) on women, gender, and online political activism in light of the Arab Spring. Each article engages the topic through an interdisciplinary approach (gender studies/security studies). For Week 10 Day 2, students engage the same topic through literature and film and compare approaches across days and materials.

Discussions

Every lecture in this course allows time for group work in which students conduct close analysis of the reading materials, identify the experiences and approaches invoked in the materials, and describe

	<p><i>these experiences to the larger group. Example discussion activity: For Week 5 Day 2, the instructor will give a lecture on anthropologist Lila Abu-Lughod and the historical and political context of her influential essay “Do Muslim Women Really Need Saving?”. In groups of 4 or 5, students will be responsible for closely examining an assigned section of the essay, discussing the main ideas of their sections (on the politics of the veil, Orientalist stereotypes, rhetoric of salvation, etc.), describing the experiences represented in the text, and asking at least one critical question about the essay. Groups will report out their findings to the larger class; students from other groups contribute to the discussion by responding to the questions each group presents, asking a follow-up question, or commenting on the section that was just presented. We will follow up this discussion with watching scenes from Diana Ferrero’s The Call Me Muslim, a film that documents the reasons why some Muslim women choose to veil. We will have a larger group discussion, synthesizing approaches to interrogating the phenomenon of veiling across modes and making connections between experiences as presented in the film and the Abu-Lughod’s essay.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><i>For this course, students will conduct individual research and produce creative work on a specific topic relating to the course themes of gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia. The course offers multiple opportunities for students to develop a sense of self as a learner and novice researcher. For example, twice in the semester, students will attend library sessions during class time to search for sources (academic, literary, or popular) and reflect on information related to their specific research topics. They will organize, evaluate, and submit their findings in scaffolded assignments. Scaffolded assignments #1 and #3 require students to include a reflection in which they assess their individual research experience, evaluate the value of the information they engaged, and re-examine previously held assumptions about their topic/the course. Each time students submit a scaffolded assignment and reflection, they are also building on the previous scaffolded assignment and on the skills that they developed from prior experiences. For instance, Scaffolded Assignment #3: Information Creation as Process asks students to consider the implications of creating and disseminating information in one mode rather than another. For this assignment, students select a source (eg. newspaper or journal article), (re)present the information they engage in a new and creative format (eg. podcast, fiction, art, etc.), and reflect on questions of mode, impact, perception, and audience. Students will build on prior knowledge including what they learned from Scaffolded Assignment 1: Searching as Strategic Exploration (locating and evaluating sources) as well as their previous academic and personal experiences of searching for information. In their reflection, students assess how information about gender, citizenship, and/or justice in the Middle East/North Africa and South</i></p>

	<p><i>Asia may be perceived differently based on the format or method of dissemination the students themselves used to represent the information; students reflect on their roles as responsible learners and information creators. Students continue to practice self-reflexivity and build on acquired/prior knowledge for the final project in which they locate at least 3 other relevant sources to support an argument. At the end of the semester, students will submit their 5-page research paper of their findings. They also present their findings in a 5-minute oral and visual presentation to the class. In their presentations, students reflect on the challenges and opportunities they encountered during the research process along with the ways their research assesses prior assumptions about gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia.</i></p> <p><i>Some examples of topics</i></p> <ul style="list-style-type: none"> • <i>The concept of citizenship in Islamic scripture</i> • <i>Women and politics in early Islam</i> • <i>Challenging Orientalist discourses on the veil</i> • <i>The role of women in the Tunisian Arab Spring</i> • <i>Cross-faith solidarity movements in India</i> • <i>The Iranian Islamic revolution and the rise of female filmmakers</i> • <i>A comparative study: The feminist movements of 1960s Egypt and 1960s Turkey</i> • <i>Queering the Arab Spring</i> • <i>Homonationalism and Islamophobia</i>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities</p>	<p>Citizenship is central to the study of gender, Islam, and justice-based initiatives in the Middle East/North Africa and South Asia. Throughout the course, students will be required to engage with questions about what constitutes citizenship and how it differs across historical, political, and cultural contexts. As such, the course content, goals, and expected learning outcomes are all engaged with a range of perspectives on national, transnational, and global citizenship:</p> <p>The course content addresses varying definitions of citizenship at the global level when we consider how citizenship is defined in Islamic scripture to address an ummah or a global Muslim community (see weeks #2-3). Similarly, students will learn about how Islamic principles and rules regarding citizenship in the Muslim world are implemented, negotiated, and reshaped over time and space due encounters with secular, modernist, and nationalist ideology. We engage with varying definitions of citizenship on the national level when we address the notion of the new citizen in early postcolonial Muslim-majority communities in Egypt, Algeria, and India, the fall of the Ottoman Empire and the establishment of the Turkish Republic, and the emergence of state, Islamic, and secular feminisms across the Muslim Middle East and South Asia, all implicated in diverse conceptualizations of citizenship and nationalism (see weeks #5, 7-9). On the diasporic and transnational level, we engage the concept of racialization and how it intersects with the notions of gender, citizenship, belonging, and justice, especially in relation to Muslims in the US (see weeks #12-13).</p> <p>Specific activities addressing different perspectives on citizenship include the 10 critical reading responses students must submit throughout the semester, each response reflecting on the ways gender, citizenship, and justice intersect across diverse historical, political, and cultural Muslim communities.</p>
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<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of different political, social, legal, and justice-based cases and representations of lived experiences of women in the Muslim Middle East and South Asia. We focus on issues influential scholars and writers have historically and contemporarily voiced as crucial to their communities and identities as researchers, activists, and national and global citizens. Students reflect on these voices, positions, and issues to identify varied cultural and political expressions of "citizenship" each week, through their reading and writing assignments, and in-class discussion, and engaging with one another in a manner that supports each individual's learning and dignity. Students are given opportunity to critically think about and reflect on how their own beliefs and lived experiences are shaped by categories like gender, ethnicity/race, religion, and citizenship.</p>
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*Students in this course have many opportunities to examine, critique, and evaluate various expressions and implications of diversity, justice, and inclusion, as well as a variety of lived experiences. We take an intersectional approach to the contexts and cases we engage each week. In their **reading responses as well as their scaffolded assignments and final papers**, students identify how categories such as religion, gender, citizenship, race, and class are intertwined and how they inform one another. Each week, students encounter a diverse range of scholars of different backgrounds whose visions for equity, justice, and citizenship in Muslim-majority societies differ. At the beginning of the semester, students select a topic related to the course's themes of gender, citizenship, and/or justice to research in-depth. For their **final paper**, students may research, form an argument around, and write a paper responding to a prompt examining these themes. For instance, a prompt may ask them to take a comparative approach to examining how feminist movements in Egypt differ from feminist movements in Turkey, while keeping in mind specific socio-political contexts and questions regarding imperial hegemony, nationalism, race/ethnicity, and religious and gender diversity. The lectures, readings, discussions, and scaffolded research assignments would support and prepare students to take on such a task; students would also take initiative in their own learning experience by searching for external sources that would further evidence the points they intend to make in their final papers.*

*Another example: In their **reading responses** for weeks 4 (on Orientalist discourses) and 5 (on colonial discourses), students are invited to select 5 quotations from the readings for these weeks and closely analyze these quotations, exemplifying how the material engages concepts such as gender, citizenship, and racial/social justice in the Muslim Middle East/North Africa and how these constructions are addressed in and shaped by varying Orientalist and colonial frameworks.*

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

As students analyze specific case studies in this course, they assess Muslim women's positions and roles in enacting justice, managing difference (such as racial and gendered difference), and constructing citizenship. At the same time, students reflect on how gender itself is constructed in the Muslim Middle East/North Africa, South Asia, and beyond. These goals are met through lectures, course readings, discussion, and written assignments.

For example, Week 13 Day 1 (see syllabus) students will engage with feminist discourses and movements (Islamic feminism, state feminism, etc.) in early postcolonial Egypt.

The **lecture** for this day will highlight how prominent women's movements and leading feminist figures championed women's participation in political and social life and women's participation in defining "Egyptian citizenship" after independence.

The **readings** for this day include chapters from Leila Ahmed's influential text, *Women and Gender in Islam*, in which the anthropologist traces the emergence of diverse feminist movements in Egypt in the early 20th century onward, and a short story written by Egyptian author and feminist Radwa Ashour, which represents gendered power structures and cultural influence on women's participation in social life in early modern Egypt.

Through **in-class discussions**, we will closely analyze the varying feminist, political, and ideological discourses (Islamic, socialist, nationalist, state-funded, etc.) surrounding the movements documented in Ahmed's text, thinking intersectionally about questions of inclusion, exclusion, and social justice. For instance, how does one movement address class-based or racial discrimination? What are the implications of one movement advocating for Islamic framings of women's rights in a religiously diverse Egyptian society? Examples of the feminist movements students will engage include the socialist-leaning Egyptian Feminist Union led by Huda Sha'rawi and the Muslim Women's Association led by Zaynab al-Ghazali, who championed an indigenous or Islamic feminist framework for the liberation of Egyptian women from both colonial imperialism and patriarchy. Students will identify how feminist discourses interact with cultural and religious traditions, primarily Islam, in addition to structures of power and social constructs such as class, race, etc. We will also think about how these ideas are represented in fiction like Ashour's short story.

In their **reading response** for the week, students will be asked to select 5 quotations from the readings and reflect on the issues that were central to these feminist movements (eg. divorce, polygamy, education, political participation, participation in the workforce, matters of veiling and unveiling, and others) and how these

movements advocated for social change in both the personal and public lives of women. Students will also be asked to critically analyze these movements' conceptualizations of the "Egyptian citizen" and consider who is and is not included in these conceptualizations.

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number ISLAM 3205 Women and Citizenship in the Muslim Middle East and South Asia

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

The expectations/norms are for students to form their own sophisticated arguments about a topic relevant to the study of the Middle East/North Africa and South Asia as they continue to develop their reading and research skills (close textual analysis, synthesis, interpretation, and critical assessment). Students are expected to build on and critique information they acquire from engaging experts in the interdisciplinary fields of Middle East Studies, South Asian Studies, Islamic Studies, and Gender Studies and from foundational scholarly sources and cultural productions. Students are expected to take an intersectional approach to the consideration of themes and topics that are central to the discipline (taking into consideration gender, religion, nationalism, class, race, ethnicity, sexuality, etc). Students in this discipline are given multiple opportunities to reflect on and challenge prior assumptions about gender, Islam, and the Middle East/North Africa and South Asia. Students are expected to closely examine different research methodologies used to create information (case studies, interviews, and creative/experimental works) and theoretical lenses (feminist theory, gender theory, postcolonial theory, queer theory, others). Students' original research/creative inquiry and new understanding should reflect close engagement with diverse perspectives on and modes of representation of gender, Islam, and the Muslim world. This original research should be nuanced, self-reflexive, and well-evidenced. The creative process amplifies knowledge in the field by engaging foundational themes and concepts in new forms, practicing different forms of writing, and reflecting on audience and impact. Creative inquiry directly interrogates the implications of creating and presenting information on the Muslim Middle East/North Africa and South Asia. Creative processes allow students to reflect on their own roles as responsible learners and information creators.

2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

The instructor will use a **diverse range of reading and viewing materials** that interrogate themes of gender, citizenship, and justice in the Middle East/North Africa and South Asia to teach students research methods and practices of creative inquiry. In lectures, the instructor will use visuals and excerpts from the day's reading materials (see examples below) to model practices of critically assessment (pointing out gaps in the research, identifying biases, etc.) As we engage each reading/documentary, the instructor also uses these materials to teach students how to closely analyze sources, identify a work's purpose and arguments, determine the methods and theoretical lenses the author uses, consider the ethics and problematics of representation, and assess

credibility, audience, and impact. The materials we will engage include scholarly articles (weekly, see the syllabus), creative works (Shahrnush Parsipur's *Women without Men* on the Iranian sexual revolution, Seemin Hasan's "A Lady and her Husband" (2020), and Radwa Ashour's "He Wants to Be Reassured" (1990)), canonical works on gender and Islam (Leila Ahmed's *Women and Gender in Islam* (1992), Kecia Ali's *Sexual Ethics & Islam* (2006)) and others, experimental texts (Edward Said's book of photographs, *After the Last Sky* (1999)), and documentaries (Deepa Djaranj's *Invoking Justice* (2011), Gillo Pontecorvo's *The Battle of Algiers* (1966)), and others. (After every lecture in this course, the instructor allows time for group work in which students **practice** close textual analysis of foundational reading/viewing materials, **synthesize** information from different modes of representation, identify the diverse experiences and methodological approaches implemented in the materials, and present these experiences to the larger group in a sophisticated manner).

In our **library sessions (Week 4 and Week 11)**, the Middle Eastern and Islamic Studies librarian teaches students important skills for locating and evaluating sources. In the first session, the librarian will teach students steps for using the university databases and research tools to identify and assess scholarly sources that are foundational to the discipline and to our specific course themes (gender, citizenship, and/or justice in the Middle East/North Africa and South Asia). In the second session, the librarian will offer a lecture on the importance of engaging different kinds of sources (journal articles, literary texts, film, popular sources) while taking into consideration audience, reception, and format as well as the ethical implication of creating and presenting information in a particular format. This session asks students to reflect on their own research, their prior assumptions, and on their roles as responsible learners and information creators. (These sessions correspond with the work students need to complete for the scaffolded research and writing assignments, the presentation, and the final paper).

3. **Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)**

- **Class activities:** After every lecture in this course, the instructor allows time for group work in which students **practice close textual analysis** of foundational reading/viewing materials, **synthesize** information from different modes of representation, identify the diverse experiences and methodological approaches implemented in the materials, and present these experiences to the larger group in a sophisticated manner. For Week 5 Day 2 (see syllabus), the instructor will give a lecture on anthropologist Lila Abu-Lughod and the historical and political context of her influential essay "Do Muslim Women Really Need Saving?" (2002). In groups of 4 or 5, students will be responsible for closely examining an assigned section of the essay, discussing the main ideas of their sections (on the politics of the veil, Orientalist stereotypes, rhetoric of salvation, etc.), describing the experiences represented in the text, and asking at least one critical question about the essay. Groups will report out their findings to the larger class; students from other groups contribute to the discussion by responding to the questions each group presents, asking a follow-up question, or commenting on the section that was just presented. We will follow up this discussion with watching scenes from Diana Ferrero's *The Call Me Muslim* (2006), a film that documents the reasons why some Muslim women choose to veil. We will have a larger group discussion, synthesizing approaches to interrogating the phenomenon of veiling across modes and making connections between experiences as presented in the film and the Abu-Lughod's essay. **Students apply these textual and critical analysis skills in their weekly reading responses and in their final papers.**

- In our **library sessions (Week 4 and Week 11)**, the Middle Eastern and Islamic Studies librarian teaches students important skills for locating and engaging with sources. In the first session, the librarian will teach students steps for using the university databases and research tools to identify and assess scholarly sources that are foundational to the discipline and to our specific course themes (gender, citizenship, and/or justice in the Middle East/North Africa and South Asia). **Students then implement these steps to locate a source that they will critically assess and reflect on for Scaffolded Assignment #1: Searching as Strategic Exploration.** In the second session, the librarian will offer a lecture on the importance of engaging different kinds of sources (journal articles, literary texts, film, popular sources) while taking into consideration audience, perception, and format. Students will implement what they learned to complete **Scaffolded Research and Writing Assignment #3: Information Creation as Process.** Students implement what they learn in these sessions about format and perception to locate a source that is relevant to their research topics; students will (re)present this information in a new and creative format. For instance, if a student selects an academic article, they may (re)present the information in a podcast or poster. Students also include a reflection

4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

At the end of the semester, students will demonstrate their competence and the research skills they have acquired by **presenting** their research findings to the class using visuals (slides). Students will present their topics, arguments, and supporting evidence/sources. Students are asked to dedicate time to reflecting on the challenges and opportunities they encountered during the research process along with the ways their research assessed prior assumptions about gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia. The presentation should be around 5-7 minutes.

Peer review is paramount to producing high-quality research in Near Eastern Studies/Middle Eastern Studies. Conducting peer review allows students to demonstrate competence in the discipline and share their knowledge of major concepts and relevant trends, (eg. Colonialism in North Africa, feminist movements in Turkey, history of Islam in India, definitions of citizenship in the context of the Middle East) to offer critical feedback on a partner's work. Through peer review, students demonstrate competence by identifying biased language and gaps in the research/unsupported arguments. Peer review offers an opportunity to share knowledge while simultaneously practicing self-reflexivity and develop critical thinking. In this course, we engage peer review in the following ways:

- The instructor assigns peer-reviewed articles for students to read throughout the semester and asks students to critically examine and reflect on these readings, their approaches, methodologies, and findings each week in the form of **200-250 word reading response papers**. Such readings are discussed in-depth **in class** as well and include Pardis Mahdavi's "'But What if Someone Sees me?' Women, Risk, and the Aftershocks of Iran's Sexual Revolution" (2009) (see Week 6 in syllabus), Sylvia Vatuk's "Islamic Feminism in India" (2008) (see Week 8 in syllabus), and Jasbir Puar's influential article "Mapping US Homonormativities" (2006) (see Week 12 in syllabus). Through class discussions, students are able to make connections between readings and methodologies and share new knowledge.

- In our **library sessions (Week 4 and Week 11)**, the librarian teaches students how to identify peer-reviewed sources through university databases/research tools. Students demonstrate what they learn in these sessions to locate peer-reviewed sources that will contribute to their **scaffolded research and writing assignments and final paper**.
- There are **three graded peer review activities** in which students demonstrate competence in the discipline by closely engaging with the work of a peer. These activities precede each of the scaffolded research and writing assignments. Before submitting their scaffolded papers to the instructor for final review, students share their work with a peer who will offer structured feedback on the content and form of the projects. Prior to this, the instructor will offer examples of peer reviewed work, steps to conducting peer review, and a checklist of items to consider when conducting peer review.

5. Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

There are three Scaffolded Research and Writing Assignments in this course. These assignments are designed to hone students' research skills and directly contribute to the final research paper that is due at the end of the semester. Before beginning the first scaffolded assignment, students will have selected a research topic (relating to the course themes of gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia). Throughout the semester, students work towards researching and writing on their chosen topics by completing the assignments below. Each scaffolded assignment is peer reviewed before it is submitted for review, feedback, and grading from the instructor. Each scaffolded assignment is worth 10% and relies on the skills learned from the assignment that precedes it.

Scaffolded Research and Writing Assignment #1: Searching as Strategic Exploration (due by the end of Week 5):

Students will attend a library session (Week 4) in which the Middle Eastern and Islamic Studies librarian will teach students how to use the university's databases and other research tools to identify reputable sources. Students will then search for and locate a scholarly source relevant to their own research topics. Students will closely analyze the source to determine its usefulness/value. Over the course of the next week, students will write and submit a 2-3 page reflection paper reflecting on 1) their individual research experience and the research tools they used, 2) the value and content of their source (its authority, arguments, and the kind of information it presents), 3) the source's relevance to the course themes (considering the intersections of gender, citizenship, religion, and justice), and 4) how they might use the source in their final papers.

Scaffolded Research and Writing Assignment #2: Outlining a Research Paper (due by the end of Week 9):

Students will submit a draft outline of their final research paper. Students will receive a template which they will populate with an introduction, thesis statement, topic sentences for body paragraphs, examples of supporting evidence they are considering (quotes from scholarly sources, literary analysis, etc.), and a short list of references. (Building on the skills they learned in Scaffolded Assignment #1, students are expected to find

three external sources on their own to include in their outline). This assignment aims to help students 1) organize their ideas around a main point/argument, 2) identify gaps in the argument/supporting evidence, and 3) define the scope of their final paper.

Scaffolded Research and Writing Assignment #3: Information Creation as Process (due by the end of Week 12):

Students will attend a library session with the Middle Eastern and Islamic Studies librarian who will give a lecture on the importance of engaging different *kinds* of sources. Students will use this session to select a new source that relates to their research topic and the course themes. This time, the source can be an academic article, a literary text, a film, a newspaper article, etc. Students will identify the main arguments and assess the source's relevance to the course themes (gender, citizenship, or justice) by (re)presenting this information in a new format. Students may consider creating an infographic, a short podcast, slides, a short story, poetry, or a piece of art, or another creative mode inspired by the source. For instance, if students select an academic article as their source, they may (re)present the information in a podcast or poster. This assignment must be accompanied by a short reflection on the 1) the value of the (kind of) source selected, 2) the student's process of creating the project, and 3) the implications of creating and disseminating information in a different format. This assignment will 1) give students another opportunity to practice searching as strategic exploration, 2) allow them to reflect on how information may be perceived differently based on format/method of dissemination, 3) allow students to reflect on the importance of impact and audience 4) prepare students for the presentation assignment at the end of the course and 5) and allow students to assess the value of the source to their final papers.

6. Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

In this course, students will have multiple opportunities throughout the semester to reflect on their own developing skills as researchers. Students will submit reflections as they conduct individual research and produce creative work on topics relating to the course themes of gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia. For example, **Scaffolded assignments #1 and #3** require students to include reflections in which they assess their individual research experience, evaluate the value of the information they engaged, and re-examine previously held assumptions about their topic/the course. **Scaffolded Assignment #3: Information Creation as Process** asks students to consider the implications of creating and disseminating information in one mode rather than another. For this assignment, students select a source (eg. newspaper or journal article), (re)present the information they engage in a new and creative format (eg. podcast, fiction, art, etc.), and reflect on questions of mode, impact, perception, and audience. In their reflections, students assess how information about gender, citizenship, and/or justice in the Middle East/North Africa and South Asia may be perceived differently based on the format or method of dissemination the students themselves used to represent the information; students also reflect on their roles as responsible learners and information creators. At the end of the semester, students present their research (final paper) in a 5-minute oral and visual presentation to the class. **In their presentations**, students present their research and findings, reflecting on the challenges and opportunities they encountered during the research process along with the ways their research assesses prior assumptions and challenges misconceptions about gender, citizenship, and/or justice in the Muslim Middle East/North Africa and South Asia.