

# History 497: Women and Gender in Islam



## Spring Semester 2020

**Time:** T, Th, 2-3:15

**Location:** Ferguson Social Sciences #141

3 Credit Hours

## Dr. Sanja Kadrić

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**Office location:** Ferguson Social Sciences #105

**Office hours:** Tuesdays and Thursdays, 12:30-1:30, 3:30-5:00

In this class, we will work to gain a deeper knowledge of Islam as a religion and a global force through an understanding of how women and gender have shaped the faith as members, observers, and commentators. We will explore the important role that concepts of gender and sexuality have played in shaping Islam and in the rise, spread, and maintenance of Islamic institutions. We will consult Islam's major texts, schools of jurisprudence, and works by Islamic scholars in order to understand how women and gender are understood in Islam. To do so, we will examine case studies from various parts of the Islamic world, including the Middle East, North Africa, Europe, Asia, and the United States.

**Student Learning Outcome:** By the end of this course, you should be able to demonstrate proficiency in historical bibliographic research by locating sources appropriate to researching a given historical topic.

## **ACCESS AND NAVIGATION:**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **Readings:**

- There is no textbook for this course. I use D2L to post readings, class materials, and assignment instructions, so please check it regularly. If you foresee issues with doing so (lack of technology and/or regular internet access), please let me know immediately so that we can discuss alternative arrangements.
  - I reserve the right to make changes to the class schedule and assigned readings. If I do so, I will notify you ahead of time, either in class or via e-mail.
  - Please check to make sure that you can access the readings on D2L the day before any scheduled class. If an article or a link is malfunctioning, get in touch with me immediately. Unless you contact me about an issue accessing a reading in a timely manner, I will not grant an excuse nor an extension on work.

## **GENERAL EXPECTATIONS:**

- ❖ **Reading** – You are expected to read, mull over and jot down notes on the readings before any scheduled class. We will often begin class with a writing activity (graded) based on the day's readings, so doing the reading is essential.
  - Please bring your reading to class in hard copy or electronic format so that we can refer to it. If you take thorough notes, you can bring those.
- ❖ **Participation** – Because this course will not be conducted in the traditional lecture format, class participation is essential not just to your success but to the success of the class as a whole.
  - Participation will have **two** components:
    1. In-class discussions and activities
    2. In-class writing activity
  - Participation will be graded on a regular basis. See the “grade breakdown” section for more information.
- ❖ I encourage you to take notes during class and while reading to prepare for your in-class essays and the final paper. Writing the final paper and the in-class essays will be significantly easier if you already have good notes, as many themes will be recycled and revisited.
- ❖ Please feel free to raise your hand and ask questions at any point during class. If I need to table your question and address it later, I will let you know.

## **ASSIGNMENTS & GRADE BREAKDOWN:**

### **Class meeting (35% of your final grade)**

- ❖ Each class meeting is an opportunity to earn **50 points**.
- ❖ **Attendance: 20 points**
  - I take attendance at the start of every class. If you are not present by the time class begins, you will be considered tardy and 5 points will be deducted from your attendance. However, I realize that the many uncertainties of daily life and campus logistics sometimes conspire against you and make you late. For this reason, if you speak to me after class and simply inform me of the issue, I will happily waive the point deduction. *I am more than flexible on this, but you do need to take initiative and tell me why you were late.* If you know ahead of time that you will be tardy, notify me and I will waive the deduction.
  - If you are tardy, please enter class in the least disruptive way possible.
  - If you leave class before it is over without arranging it with me first, 15 points will be deducted from your attendance points.
- ❖ **In-class participation (verbal and/or written): 30 points**
  - I will provide you with many opportunities to participate in class. I would like you to either contribute verbally **once** during every class or to show verbal engagement in your small group discussions. This is essential to our collective engagement with the material. I will keep track of who participates verbally on a class-by-class basis.
  - Your in-class writing activity is worth 20 points.
- ❖ **Student learning outcome:** This part of class will develop your proficiency in historical bibliographic research by exposing you to seminal primary and secondary sources.

### **In-class Essays (3 quizzes - 30% of your final grade)**

- ❖ The in-class essays will be written in class and will ask you to recall and synthesize material from your readings, my lectures, and our class discussions. They will be timed and closed-book. See the course schedule for essay dates.
- ❖ You must write all the essays at their scheduled time. In case of an emergency or an issue beyond your control, you *may* be allowed to write a make-up essay. However, you must contact me to discuss this and submit your proof of emergency within 1 day of the scheduled in-class essay.
- ❖ **Student learning outcome:** This part of class will develop your ability to synthesize historical research in order to support a historical argument.

### **Final Paper (35% of your final grade)**

- ❖ Instead of a final exam, you will be writing a final paper. Feel free to start working on and/or consulting me for help on this paper immediately.
- ❖ **Due date: Tuesday, 5/5, by 3:15pm:** Your final paper must be submitted to D2L by this date. This final paper is your final exam. This means that I absolutely cannot accept any submissions after the due date.
- ❖ **Presentations:** Over the last few weeks of class, you will present your preliminary work to the class and receive constructive feedback. Your oral presentation will count towards your final paper grade.
- ❖ **Student learning outcome:** This final paper will allow you to demonstrate proficiency in historical bibliographic research by locating sources appropriate to researching a given historical topic.

## Final paper: CASE STUDY

Choose an issue important to studies of women, gender, and/or sexuality in Islam to research as a case study. You could choose anything from veiling, to female mosque preachers in Sweden, to homosexuality in Islam, to Muslims in the American armed forces. You will conduct extensive historical bibliographic research on this issue by locating appropriate primary and secondary sources. You will use your research to analyze this issue and its role in shaping Islam as a religion and a global force. I will provide more details as well as a detailed rubric as the semester progresses.

This paper must be typed and double-spaced in 12-point font, Word format, ~2000 words. It will be graded on (1) content, accuracy and aptness of analysis and (2) quality and accuracy of prose, grammar and style. You **must** consult academic literature and provide a properly formatted bibliography.

### **SCALE:**

All grades will be computed on the following standard scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or below

### **UNIVERSITY & COURSE POLICIES:**

If you anticipate missing any portion of class for reasons beyond your control (e.g., court appearance, military duty, scheduled medical appointment), please notify me at least one day before the scheduled class period. It is in your best interest to let me know as soon as possible so we can work out an arrangement if one is possible.

If an emergency occurs, notify me within a day of the emergency (or as soon as possible, depending on the situation) to provide documentation and discuss the potential of make-up work. Make-up opportunities may be awarded at my discretion. The same goes for extensions for any assignments associated with this class. Assignments that are received late without just cause or without a previously approved excuse will not be accepted. The due dates on the syllabus for any and all assignments will be enforced.

**E-mails:** One of your jobs as a student is professionalizing yourself in preparation for whatever employment you may seek after your university years. An important element of professionalism is communication, and one of the primary modes of communication in a class is e-mail. I want you to consider class-related e-mails to me and fellow students as an exercise in professionalism. Please use formal English in your e-mails, and do not forget to sign your message with your full name. Before you shoot off an e-mail, ask yourself, "Would I send this e-mail to my boss?" If not, take some time to

think on why and revise. I will respond to your e-mails in a timely manner, no later than 24 hours after receiving them.

**Student conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx> Please be cool.

**TAMUC attendance policy:** For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Grades and grade complaints:** I will return all graded assignments to you no later than a week after they are submitted, but likely much earlier. One day after receiving any graded assignment, you have the option to make an appointment with me and discuss your grade. I do not guarantee that I will change your grade, but I would be happy to hear your case.

**Academic Integrity:** Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

**Disability Services:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**Non-discrimination Policy:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statements:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Cellphones and Laptops:** The use of a cell phone is strictly forbidden during class, and if I see you using one, you will immediately lose half of your daily points (25/50). I will not issue any warnings; I will simply deduct those points. If you experience a pressing need to use your cell phone, you can either let me know before class or simply excuse yourself from the class briefly.

Laptops are allowed in class as long as they are completely silent and not disruptive to your fellow students and I. If an issue arises, I will bring it up with you individually. If your laptop is found to be excessively disruptive, I reserve the right to revoke your laptop privileges.

**Final Note:** I may modify the syllabus during the semester. Any changes will be announced in advance. It is your responsibility to keep track of these changes once they are announced.

## **Week 1**

### ***1.1 January 14***

Introduction to the course

### ***1.2 January 16***

Malise Ruthven, “Women and Family” in *Islam: A Very Short Introduction*.

## **Week 2**

### **2.1 January 21**

Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 140, no. 3 (2002):783-790.

Joan W. Scott, "Gender: A Useful Category of Historical Analysis." *American Historical Review*, 91, no. 5 (1986): 1053-1075.

### **2.2 January 23**

Asma Barlas, *Believing Women in Islam: Unreading Patriarchal Interpretations of the Qur'ān* (Austin: University of Texas Press, 2002), Ch. 1 pp. 1-28.

## **Week 3**

### **3.1 January 28**

Chase Robinson, "A'isha" in *Islamic Civilization in Thirty Lives: The First 1,000 Years*.

### **3.2 January 30**

Chase Robinson, "Rabi'a al-'Adawiyya" and "Karima al-Marwaziyya" in *Islamic Civilization in Thirty Lives: The First 1,000 Years*.

## **Week 4**

### **4.1 February 4**

In-class Essay #1

### **4.2 February 6**

Chase Robinson, "Arib" in *Islamic Civilization in Thirty Lives: The First 1,000 Years*

## **Week 5**

### **5.1 February 11**

Jonathan P. Berkey, "Women in Medieval Islamic Society" in *Women in Medieval Western European Culture*.

### **5.2 February 13**

Leslie Pierce, *The Imperial Harem*, selections.

## **Week 6**

### **6.1 February 18**

Svetlana Ivanova, "Muslim and Christian Women before the Kadi Court in Eighteenth-Century Rumeli: Marriage Problems," in *Oriente Moderno* 18:1 (1999), 161-176.

### **6.2 February 20**

Madeline C. Zilfi, *Women and Slavery in the Late Ottoman Empire: The Design of Difference*, selections.

## **Week 7**

**7.1 February 25**

Razia Sultanova, *From Shamanism to Sufism: Women, Islam and Culture in Central Asia*, selections.

**7.2 February 27**

Reina Lewis, *Rethinking Orientalism*, selections.  
Malek Alloula, *The Colonial Harem*, selections.

**Week 8**

**8.1 March 3**

In-class Essay #2

**8.2 March 5**

Beth Baron, *Egypt as a Woman: Nationalism, Gender, and Politics*, selections.

**Week 9**

**SPRING BREAK! NO CLASSES!**

**Week 10**

**10.1 March 17**

Lila Abu-Lughod, "Feminist Longings and Postcolonial Conditions" in *Remaking Women: Feminism and Modernity in the Middle East*.

**10.2 March 19**

Deniz Kandiyoti, *Women, Islam, and the State*, selections.

**Week 11**

**11.1 March 24**

Margot Badran, "Between Secular and Islamic Feminism/s: Reflection on the Middle East and Beyond," *Journal of Middle East Women's Studies*, 1, no. 1 (2005):6-28.

**11.2 March 26**

Andrea Khalil, *Women, Gender, and the Arab Spring*, special edition of *The Journal of North African Studies*, selections.

**Week 12**

**12.1 March 31**

In-class Essay #3

**12.2 April 2**

Fatima Mernissi, *The Veil and the Male Elite* and *The Forgotten Queens of Islam*, selections.



## **Week 13**

### **13.1 April 7**

Cynthia H. Enloe, *The Curious Feminist*, Ch. 19 on Iraq and Afghanistan.

### **13.2 April 9**

Jasbir K. Puar, *Terrorist Assemblages: Homonationalism in Queer Times*, Introduction: Homonationalism and Biopolitics

## **Week 14**

### **14.1 April 14**

Mehdid, Malika: "A Western Invention of Arab Womanhood: The Oriental Female."  
Nadine Naber, "Arab American Femininities: Beyond Arab Virgin/American(ized) Whore"

### **14.2 April 16**

Final Paper Presentations

## **Week 15**

### **15.1 April 21**

Final Paper Presentations

### **15.2 April 23**

Final Paper Presentations

## **Week 16**

### **13.1 April 28**

Final Paper Presentations

### **13.2 April 30**

Final Paper Presentations

## **Week 17 – Finals Week**

### **May 5**

Paper workshopping

**FINAL PAPER DUE: Tuesday, 5/5, by 3:15pm**