

**FOUNDATIONS CURRICULUM AND INSTRUCTIONAL EFFECTIVENESS  
COMMITTEE**

**Request For Foundations Credit Form**

(10-22-09)

Please type your answers directly on this form. All of the information noted below must be included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the course area may result in the request being denied. ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

- A. Basics (for items 1-16, for cross-listed courses provide two or more sets of information, as appropriate, under each category)
1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence). **Social Science**
  2. Unit in which the course will be taught. **History**
  3. Unit Administrator's title, name and email. **Gerald Prokopowicz, Professor of History, prokopowiczg@ecu.edu**
  4. Course Prefix, Number and Name. **HIST 3680, Women and Gender in the Middle East**
  5. Number of credit hours. **3**
  6. Prerequisites (if applicable). **none**
  7. Course description as it will appear in the catalog and a detailed course syllabus with a weekly schedule of topics to be discussed which should reflect explicit coverage of each of the foundation goals.  
**Women & Gender in the Middle East (3) Women's roles in Middle Eastern societies from pre-Islamic times to the present day.**
  8. College in which the course will be taught. **Harriot College of Arts & Sciences**

9. College dean's name and email. **Alan White, whiteal@ecu.edu**
10. Date approved by unit's curriculum committee and chair's initials.
11. Date approved by unit's voting faculty. **11/21/11**
12. Date reviewed by the unit's chair and chair's initials. **1/25/12**
13. Date approved by the college curriculum committee and chair's initials. **2/21/12**
14. Date forwarded to Academic Standards. **2/27/12**

The purpose of the information provided below is to enable Academic Standards Committee members to determine whether or not it is reasonable to believe that the course named above will satisfy the three or four specific goals for all courses in its area that are stated in ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

B. Using the Foundations Goals listed under the course's area:

1. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

**Goal One: Students will learn the subject matter of at least one discipline in the social sciences. Upon completion of the course:**

- Students will be able to define and identify basic concepts of feminist and post-colonial analysis with respect to the history of women in the Middle East.
- Students will be able to analyze the gendered impact of monotheism on the lives of men and women in the Middle East.
- Students will be able to compare and contrast women's experience across time and space, as well as across lines of religion, class, and ethnicity.
- Students will be able to trace and evaluate the history of imperialism, its role in women's lives, and the gendered discourse of its justification.

The nuts and bolts understanding of the subject matter will come from the two main textbooks, Guity Nashat and Judith Tucker, eds. *Women in the Middle East and North Africa*. (Indiana University Press, 1999). (Text in course schedule) [ISBN: 978 0 253 2164 1] and Leila Ahmed, *Women & Gender in Islam*, (Yale, 1992) [ISBN: 0 300 05583 8]. These will be supplemented

by other articles and books, including entries from the *Encyclopedia of Women in Islamic and Islamic Cultures*.

2. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

**Goal Two: Students will learn the research methodology applied by disciplines in the social sciences. Upon completion of the course:**

- Students will be able to distinguish history from historiography.
- Students will be able to evaluate the schools of thought on an area of research interest, employing critical thinking and cogent writing.

Benjamin, Jules. *A Student's Guide to History* (Boston: Bedford/St. Martin, 2010), "Working with Historical Evidence" and "Writing About Secondary Sources".

Gusafson, Amanda J. "The Difference between History and Historiography."  
[http://www.ehow.com/list\\_7611072\\_difference-between-history-historiography.html](http://www.ehow.com/list_7611072_difference-between-history-historiography.html)

Levant, Sophie, "How to Write a Historiographical Essay."  
[http://www.ehow.com/how\\_5125511\\_write-historiographical-essay.html](http://www.ehow.com/how_5125511_write-historiographical-essay.html)

3. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

**Goal Three: Students will learn about the discipline's contribution to general knowledge. Upon completion of the course:**

- Students will be able to analyze the major obstacles for women in the Middle East with respect to nation-building, civil and political rights, family rights, etc., in the post-colonial world.
- Students will be able to make the connection between understanding the history of women and gender in the Middle East, and understanding historical relations between Westerners and people of other Third World societies.

Deniz Kandiyoti, *Women, Islam, and State* (Temple University Press, 1991)—chapters to be divided among class [ISBN: 0 877 22786 1].

Nadje al-Ali, Nadje & Nicola Pratt “The Iraqi Women’s Movement,” *Feminist Review* 88, Special issue on War, (2008) 74-85.

Joseph and Najmabadi, *Encyclopedia of Women & Islamic Cultures* (Brill, 2003-2007) [EWIC] [ISBN: 9 004 3247 3]

Additionally, when I taught the course in the past, we shared a blog with a similarly themed course at the university that dealt with women and globalization. We collectively added articles and shared commentary. I did not put this in the syllabus as this was a collaborative effort and the ability to work jointly on such a project does not always present itself. The blogging aspect particularly enabled students to see the connections between problems in history and the problems of imperialism and conditions in the present day.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course’s content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above. **n/a**
- C. The sample course syllabus should contain a schedule outlining what will be taught when during the semester. Be sure that the syllabus reflects coverage of areas included in Foundations Goals 1-3/4. Readings and assignments that meet the goals should be included in the syllabus. If there is something not covered that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.

## **Women & Gender in the Middle East**

- A. **Course Description:** Women’s roles in Middle Eastern societies from pre-Islamic times to the present day.
- B. **Course Objectives:**

**Upon completion of this course, students will be able to:**

1. Define patriarchy, orientalism, and ethnocentrism and evaluate their utility in the field of Middle Eastern Women’s Studies.
2. Analyze the impact of monotheism on Middle Eastern society in general, and in the lives of women in particular.

3. Compare and contrast the diversity of women's experience across time and space, as well as across lines of class, religion, and ethnicity in the Middle East.
4. Trace the evolution of imperialism and evaluate the continuing legacy on women's lives in the Middle East.
5. Analyze the major obstacles for women in the Middle East with respect to nation-building, civil and political rights, family rights, etc., in the post-colonial world.
6. Make the connection between understanding the history of women and gender in the Middle East, and understanding historical relations between Westerners and people of other Third World societies.
7. Evaluate the schools of thought on an area of research interest, employing critical thinking and cogent writing.

### **C. Course readings:**

#### **Required Textbooks**

- Guity Nashat and Judith Tucker, eds. *Women in the Middle East and North Africa*. (Indiana University Press, 1999). (Text in course schedule) [ISBN: 978 0 253 2164 1]
- Leila Ahmed, *Women & Gender in Islam*, (Yale, 1992) [ISBN: 0 300 05583 8]
- Ghada Samman, *Beirut 75*, Translated by Nancy Roberts, (University of Arkansas, 1995)[ISBN: 1 55728 382 6] or Nawal el-Saadawi, *Woman at Point Zero*, Trans. Sherif Hetata, (Zed, 1990) [0 86232 110 7].

#### **Readings available on Course management system, handed out in class, in virtual library, on Reserve in Joyner Library, or online:**

- Jules Benjamin, *A Student's Guide to History* (Bedford/St. Martin's, 2010), "Working with Historical Evidence" (25-50) and "Writing about Secondary Sources" (70-77).[ISBN: 0 312 53502 3]
- Judith Tucker, *In the House of Law, Gender & Islamic Law in Ottoman Syria & Palestine* (University of California Press, 2000)—ch. 1 [ISBN: 0 52- 22474 4].
- Amanda Gusafson, "The Difference between History and Historiography."  
[http://www.ehow.com/list\\_7611072\\_difference-between-history-historiography.html](http://www.ehow.com/list_7611072_difference-between-history-historiography.html) .
- Sophie Levant, "How to Write a Historiographical Essay."  
[http://www.ehow.com/how\\_5125511\\_write-historiographical-essay.html](http://www.ehow.com/how_5125511_write-historiographical-essay.html) .
- Miriam Cooke and Margot Badran, eds. *Opening the Gates: a Century of Arab Feminist Writing*. (Indiana University Press, Second Edition, 2004) [. (selections)]
- John Esposito, *Women in Muslim Family Law*, (Syracuse University, 1982). (Ch. 1-2)[ISBN: 0 8156 2278 3]
- Fernea and Bezirgan, *Middle Eastern Women Speak*, (Univeristy of Texas, 1977)—  
"What the Quran says about Women" [2:221-41; 65-Divorce 1-6; 4-women1-35, 43, 124, 127, 128, 129, 130, 177; 5-Table 5-6; Sura 24 Light 2-33, 58-61, Sura 33 Clans 4-6, 28-37, 49-59; 60-She who is to be examined 10-12 [ISBN: 0 292 75033 1]
- Nikki Keddie and Beth Baron, *Women In Middle East History Shifting* (Yale University, 1991) (select one reading) [ISBN: 0 300 05697 4]

- Deniz Kandiyoti, *Women, Islam, and State* (Temple University Press, 1991)—chapters to be divided among class [ISBN: 0 877 22786 1].
- Nadjé al-Ali, Nadjé & Nicola Pratt “The Iraqi Women’s Movement,” *Feminist Review* 88, Special issue on War, (2008) 74-85.
- Interview with Saida Jarallah by Ellen Fleischmann, <http://homepages.udayton.edu/~fleiscel/jarallah.htm> .
- Karin van Nieuwkerk, “Changing Images, Shifting Identities: Female Performers in Egypt,” in *Images of Enchantment: Visual and Performing Arts in the Middle East*, Sherifa Zuhur, ed. (AUC Press, 1999) [ISBN: 9 774 24467 2].
- Joseph and Najmabadi, *Encyclopedia of Women & Islamic Cultures* (Brill, 2003-2007) [EWIC] [ISBN: 9 004 3247 3]
- Suad Joseph, *Intimate Selving in Arab Families: Gender, Self, and Identity* (Syracuse, 1999), “My Sister Isabelle” [ ISBN: 0 815 62817X]
- Rabab Abdul-Hadi, “Palestinian Women's Autonomous Movement: Emergence, Dynamics and Challenges,” in *Gender and Society* 12,6 (1998): 649-673.
- Valentine Moghadam, “Islamic Feminism and Its Discontents: Toward a Resolution of the Debate” in *Signs*, Vol. 27, No. 4, (2002): 1135-1171.
- Valorie Vojdik, Politics of the Headscarf in Turkey: Masculinities, Feminism, and the Construction of Collective Identities <http://www.law.harvard.edu/students/orgs/jlg/vol332/661-686.pdf> .

#### **Films:**

- *Umm Kulthum, A Voice Like Egypt* (Goldman, 1996)
- *Battle of Algiers* (clip) (Pontecorvo, 1966)
- *I Exist* (Barbosa and Lenoir, 2003) or *A Jihad for Love* (Sharma, 2007)

#### **D. Course requirements:**

*Students must complete ALL requirements in order to pass the course.*

**Participation:** This course requires active participation in weekly discussion. I maintain no attendance record per se, but I do maintain a record of each discussion—if a student is not there, (s)he cannot participate. **25%**

**Midterm:** Students will be given a midterm during Week Six on material covering the period from pre-Islam up to the Early Modern period. The midterm will contain both objective and essay portions, and students will receive a study guide at least 1 ½ weeks in advance of the exam to prepare. **25%.**

**Paper:** Students will choose from one of the followings themes: (1) Women & the Nation (2) Women & Resistance (3) Women & Civil Society (4) LBGT & the Middle East (5) Women & Consumer Society (6) Choose your own topic and write a historiographical essay exploring the works available in the field. **25%**

**Final Exam:** Students will be given an exam during the scheduled exam period. It will consist only of essay questions, chosen from a list that the students will receive in advance. **25%**

E. Abbreviated course syllabus with Assignments marked:

**Week One:** Introduction to the course; Why Study Women & Gender Middle East; Overcoming Stereotypes *Foundations Goals 1, 2, & 3*

**Reading,** Text, xvii-lxi

**Week Two:** Pre-Islamic Middle East & Patriarchal Paradigm *Foundations Goals 1, 2, & 3*

**Readings:** Text, 1-34; *EWIC*, Vol. 1, “Women’ Studies”, 438-446 Bb, Benjamin, “Working with Historical Evidence”

**Week Three:** Judaism, Christianity, & Islam *Foundations Goals 1 & 3*

**Readings:** Text, 35-55; Ahmed, Ch. 3 “Women and the Rise of Islam”

**Week Four:** What does Islam Really Say about Women—Development of Medieval Islamic Discourse *Foundations Goals 1 & 3*

**Readings:** Ahmed, Ch. 4; Fernea & Bezirgan, “What Quran Says about Women”

**Week Five:** Women in Early Modern Middle East—Better or Worse? *Foundation Goal 1*

**Readings:** Text, 55-72; Choose chapter in Baron & Keddie (Spellberg, Berkey, Sanders, Petry, Lutfi)

**Week Six:** Discussion/Review; **Midterm** *Foundations Goals 1 & 3*

**Week Seven:** Women in the Ottoman Period *Foundations Goals 1, 2, & 3*

**Readings:** Tucker, *In the House of Law* on Bb; Bb-“Difference between History & Historiography”

**Week Eight:** 19<sup>th</sup> Century Change *Foundations Goals 1 & 2*

**Readings:** Ahmed, Ch. 7; Text, begin 73-131; Badran & Cooke-“Nawfal”; *EWIC*, Vol. 2, “Colonialism & Imperialism”, 66-70; Bb: “How to Write a Historiographical Essay”

**Week Nine:** 19<sup>th</sup>/Early 20<sup>th</sup> Century—Veil & Emergence of the New Woman *Foundations Goals 1, 2, & 3*

**Readings:** Ahmed, Ch. 8, Text, finish 73-131, Badran & Cooke on Bb; Bb, “Writing about Secondary Sources”

**Week Ten:** Women, Work, Social Change *Foundations Goal 1*

**Readings:** van Nieuwkerk, “Female Performers”; Interview with Saida Jarallah by Ellen Fleischmann <http://homepages.udayton.edu/~fleiscel/jarallah.htm> ; Badran & Cooke, selections

Watch in class—*Umm Kulthum A Voice like Egypt*

**Week Eleven:** Women & Resistance *Foundations Goals 1 & 3*

**Readings:** Fernea & Bezirgan, 251-263 Interview with Hero of Algerian Resistance; *EWIC*, vol. 2, Women & Social Movements/ Women & Revolution, cases of Iran, N Africa, Palestine and Egypt, Iran/Afghanistan, Iraq, N Africa, Palestine, South Yemen/Dhofar, Sudan, Syria, Turkey 636-644; 647-648; 650-659; 661-666

Watch clip of *Battle of Algiers* in class

**Week Twelve:** Women, Men, & Modern Family—**PAPER DUE** *Foundations Goals 1, 2, 3*

*EWIC*, Vol. 1, “Sexualities & Queer Studies”; Vol. 2, “Families:Metaphor of Nation” and “Family: Modern Islamic Discourses”154-160, 164-166; Vol. 3, “Sexualities: Practices” 387;



“Sexualities: Transexuality” and “Sexuality: Transvestitism” 411-420; Joseph, *Intimate Selving*, “Sister Isabelle”

**Week Thirteen:** State-Building, Citizenship, & Gender *Foundations Goals 1 & 3*

Al-Ali & Pratt; Abdul Hadi, novel—**Discussion of *Beirut 75 & Woman At Point Zero***

**Week Fourteen:** The Gendered Politics of the New Piety *Foundations Goals 1, 2, & 3*

**Readings:** Moghadem; Students discuss papers

#### **F. Grading Information**

A=90-100 B=80-89 C=70-79 D=60-69 F=59 and below (to be amended to +/-)

- D. If it may not be clear to committee members how your course materials address the foundations goals then bring samples of course materials that will be used in the course that explicitly address all of the foundation goals for the course’s area.
- E. If the course is an upper-division course (3xxx or 4xxx), briefly explain why students should get foundations credit for taking the course. **Students who pass the AP history exam may bypass 1000 level history courses, and even with the passage of HIST 2000, a 3000 level course may still be the first college-level course that a student takes in history. Furthermore, it may well be the first or only course in Middle East history.**