COURSE DESCRIPTION

This course will examine various aspects of Gender and Geographic Space within Islamic contexts. We will seek to answer various questions about space, gender and Islam such as: What constitutes a Muslim Space and the “Muslim World”? Who decides and defines these spaces? How are these spaces gendered and influenced by Islam or Islamic practices? How does gendering of spaces differ by context, custom, beliefs, or power structures in different locations? The course readings will address both context and belief with regard to Islam, location, space and gender.

COURSE PLAN

The format for this course will include both lectures and class discussions. Your grade will be calculated from class participation; 2 quizzes in the second and third weeks of the term; 3 essay/position papers on the readings throughout the term; 2 group activities and corresponding individual papers. Please see the course grading/assessment policies for more information.

Required Texts  (All Texts are available at Wheelock Books, 2 W. Wheelock St.)

What Everyone Needs to Know about Islam (2002)  
John L. Esposito, Oxford University Press

Women, Gender and Islam (1992)  
Leila Ahmed, Yale University Press

Believing Women in Islam: Unreading Patriarchal Interpretations of the Qur’an (2002) Asma Barlas,  
University of Texas Press Austin

The Veil: Modesty, Privacy, and Resistance (1999)  
Fadwa El Guindi, Berg Press
Geographies of Muslim Women (2005)
Edited By Ghazi-Walid Falah and Caroline Nagel, Guilford Press

Articles will also be assigned and are available on Blackboard, through library e-resources, and/or course reserves.
(Please see the course schedule)
POLICIES, PROCEDURES, AND RESOURCES

DISABILITIES

If you require assistance during the course due to a disability of any kind, please speak with the Professor as soon as possible. All discussions will be confidential. If you require any assistance with exams and/other assessment materials, you must contact the professor BEFORE the scheduled assessment in order to make proper accommodations. Written documentation will be required.

RELIGIOUS OBSERVANCES

Some students may wish to take part in religious observances that fall during this academic term. Should you have a religious commitment that conflicts with your participation in the course, please speak with the professor before the end of the second week of the term to discuss appropriate accommodations.

ASSISTANCE IN THE COURSE

If you require extra assistance at any time during the course, please do not hesitate to contact the professor and make an appointment to discuss your concerns.

Please also consider:

The Academic Skills Center
http://www.dartmouth.edu/~acskills/

Library Services
http://diglib.dartmouth.edu/libserv/index.shtml
ACADEMIC HONESTY

Dartmouth College’s policies and procedures regarding Academic Honesty and Honor apply to this course. For more detailed information, please see: http://www.dartmouth.edu/~reg/regulations/undergrad/acad-honor.html

CLASSROOM EXPECTATIONS

ALL STUDENTS ARE EXPECTED TO ARRIVE TO CLASS ON TIME & PREPARED TO ENGAGE IN ACTIVE DISCUSSION!

As the professor for this course, I fully expect that ALL students will read the assigned material BEFORE class and be prepared to discuss and answer questions about the readings.

THE FOLLOWING ARE NOT ALLOWED IN CLASS AT ANY TIME:

LAP-TOP COMPUTERS, ACTIVATED CELL-PHONES, I-PODS, GAMES OR ANY OTHER DISTRACTING MATERIALS

WHAT IS CLASS PARTICIPATION?

Knowledge production and successful classroom experiences depend on both the professor and students engagement with the course material, informed discussion, and the open exchange of thoughts and ideas.

In order to both encourage and reward students for their active participation in class, class participation is graded and worth 15% of your overall grade. Effective class participation can only be reached if you read and critically examine the assigned course materials, and subsequently illustrate this by participating in class.

Speaking often in class without reading the assigned material will not result in a positive grade. If you have difficulty
participating in class and fear this will hurt your overall grade, please see the professor before the end of the second week of classes.

Much to the material discussed in class will deal with sensitive issues. Debate and disagreement is welcome as a necessary part of dynamic and engaging discussion. ALL students are expected to respect the ideas, opinions, and comments of other students, the professor, and any guest speakers or students.
GRADE BREAK DOWN

Class Participation: 15%
Corporeal Marker Activity-Paper: 15%
Group Presentations: (2) 10%
Position Papers (3) 45%
Final Paper 15%

Total: 100%

Assignments/Activities are due on the date specified.
Late assignments/activities will NOT be accepted!

Grade Calculation based on percentages

A  96-100%   A-  91-95%   B+  87-90%   B  83-86%
B-  80-83%   C+  76-79%   C  73-75%   C-  70-72%
D  65-69%   E   64% and below

An “A” (A/A-) Student ....
Completes all of the assigned reading material, is present in class at least 95% of the time, actively participates in class discussions, completes all assignments (activities, papers, and presentations) and hands them in on time and receives a grade of 91% or above on all assessment materials (including quizzes).

A “B” (B+, B, B-) Student ....
Completes a majority of the assigned reading material and is present in class on time at least 85% of the time. Actively participates in class discussions, when present. Completes all the assignments (activities, papers, and presentations) on time, and receives an average grade on the assignments and quizzes of 80-90%.

A “C” (C+, C, C-) Student ....
Completes 70% of the assigned reading material and is present in class and on time at least 75% of the time. Partially participates in class discussions. Completes a portion of the assignments or hands in material in an untimely fashion (remember late assignments are not accepted), and/or receives a grade of 69-79% on these assignments and quizzes.

A “D” Student ....
Completes less than 70% of the assigned material and is not present in class on time and/or less than 75% of the time. Does not actively participate in class. Does not complete the assigned material on time and/or receives a grade of 65-68% on these assignments and quizzes.

**Less than the above will result in an “E” grade.**

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<td>30 Geographies of Muslim Women Introduction and Chapters 1-2 pp. 1-67</td>
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## OCTOBER/NOVEMBER 2006

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| Geographies of Muslim Women  
Chapter 12 | “Skin of the Burqa”  
Gillian Whitlock. 2005)  
“Gendering War Talk”  
(Ayesha Khan, 2003) | “Mullahs, Martyrs and Men: Conceptualizing Masculinity in the Islamic Republic of Iran”  
(Shahin Gerami, 2003)  
“September 11: Masculinity, Justice, and the Politics of Empathy”  
(Vaheed Ramazani, 2002) |
| 20     | NO CLASS | 22       | 24     |
| Optional Paper Draft Due  
“Young Muslim Men in Scotland: Inclusions and Exclusions”  
(Peter H. Hopkins, 2004)  
“Muslim First, Arab Second: A Strategic Politics of Race and Gender”  
(Nadine Naber, 2005) | NO CLASS | NO CLASS | NO CLASS |
| 27     | GROUP PRESENTATIONS | 29       | (December) 1 |
| Geographies of Muslim Women & Masculinities  
Position Paper #3 Due | GROUP PRESENTATIONS | FINAL GROUP PROJECT—INDIVIDUAL PAPERS DUE |