GLOBAL STUDIES 550  
Globalization, Islam and Gender  

Fall 2018  
Monday, 12:30-3:10pm, Lapham 257  
Professor Anna Mansson McGinty  

CONTACT INFORMATION  
Office: Bolton 478 and Curtin Hall 527  
Office hours: Wednesday 10:00-12:00pm or by appointment (Curtin Hall 527)  
Email: mansson@uwm.edu  
Pronouns: she/her/hers  

COURSE DESCRIPTION AND OBJECTIVE  
In this capstone seminar we will examine the relationship between globalization and Islam, as a complex and ever-changing religious system, and Muslim politics, drawing on multiple disciplines, including anthropology, geography, political science and women’s and gender studies. We will look at multiple expressions of Islam as a global religious tradition, intimately linked to politics, social phenomena, and national identities, with focus on gender, feminism, social movements, and protest. This includes developing 1) a sensitivity and critical understanding of how Islam, the “Muslim world,” and Muslims have been represented historically and contemporary from Western perspectives (Orientalism and Islamophobia), 2) an awareness of the consequences of colonialism and globalization, and 3) an understanding of different global Islamic movements (i.e. Islamism and Islamic feminisms) and the diverse political and religious positions regarding religion, democracy and gender in the Muslim world (with focus on the revolutions and uprisings in Egypt and Tunisia in 2011) and in the West (with focus on Muslim identities, the hijab and Islamophobia).  

The main learning objectives of the course are for students to:  

1) identify Orientalist discourses in various representations in media, political texts and popular culture;  
2) examine their own cultural and social position;  
3) demonstrate understanding about various interpretations and positions regarding globalization, religion, gender, and women’s identities and rights in Muslim contexts (both in Muslim and Western countries) from an interdisciplinary perspective;  
4) demonstrate understanding of Middle East politics and people’s everyday lives in light of the 2011 Arab uprisings;  
5) develop a larger research project, including research paper and class presentation, formulating research purpose and research questions.
COURSE GRADING AND REQUIREMENTS

Class attendance and participation: 20%

As an upper-division course and capstone seminar each student’s attendance and participation in class discussion are very important. Since the course only meets once a week, I expect you to attend all of the classes. More than one absence will result in a lowered grade. That is, if you miss more than one class, your attendance grade will be downgraded by one point/missed class (for example from A to A-, from A- to B+, from B+ to B etc.). Absences that are accompanied by a doctor’s note will be excused. Absences related to religious holidays will also be excused. Students with disabilities or chronic sicknesses are encouraged to contact me in the beginning of the semester if they believe their disability may impact their ability to meet the attendance policy.

News of the week:

Students are excepted to read the news related to the broader topics of the class. Every week we will begin class with discussion about important events. The students are encouraged to acquaint themselves with relevant news outlets. Watch Al Jazeera International at http://www.aljazeera.com/watch_now/ and read the news and opinion pieces on websites included at the end of the syllabus.

Three essays on class readings: 30%

These involve 2-pages long critical essays on the class readings. The assignments will be handed out two weeks prior to the deadline; essays should be submitted in class.

Research project: total 50% (abstract 5%, research paper 40%, oral presentation 5%)

You should start thinking about the topic of your individual research project early on in the semester. The purpose of this project is for you to research and gain in-depth knowledge about a specific subject related to the class that interests you in particular. You can choose to focus on a particular organization, movement or phenomenon. It is important that you are able to relate your paper to the readings of the class and to find appropriate sources outside class materials. Contact me early on in the semester if you need some guidance or have any questions.

By October 8th, I want a typed abstract describing your project (5% of your grade). In the abstract you have to state a clear purpose, a few research questions that you are interested in exploring, and how your topic ties to the class broadly. You should also include a short bibliography of at least four sources that would be useful for your project. On December 15th (last class), students will give class presentations of their project (5% of overall grade). During these class presentations you will receive feedback from your instructor and peers.

The final paper, which should be at least 10 pages (double-spaced and excluding bibliography), is due December 17th and is worth 40% of your grade. Please don’t hesitate to contact me if you have problems choosing a topic, need reading suggestions, or have any other problems related to the paper. It is important that you get an early start. Submit your abstract in time. You know the deadlines ahead of time, so plan your research accordingly. Late abstract and paper will be penalized and downgraded by one point/day.
**GRADES AND ASSESSMENT**

Your online assignments and responses as well as research paper will be graded on:
the complexity, strength, originality, and clarity of your ideas;
how well you substantiate your claims with carefully selected evidence;
the skills and interest with which you approach the issues you address;
the general competence of your writing

A/A- Your work demonstrates very thoughtful, sustained engagement with the ideas articulated in the articles, previous readings, and the issues under discussion. Your response is insightful, strong, convincing, well-argued, and your writing is free of technical errors (i.e., free of syntax, punctuation, and grammatical errors).
B/B- Your work demonstrates that you are relatively engaged with the readings and that you are tempting to think about and respond critically (i.e. thoughtfully and analytically) to what you have read. Your work is relatively coherent and your writing is relatively free of technical errors (i.e., relatively free of syntax, punctuation, and grammatical errors).
C/C- Your work is adequate, but not exceptional in any way. Your work may be relatively coherent but lacks a critical (i.e., thoughtful and analytical) component. Your writing contains several technical errors.
D/D- You submitted work, but it’s too short to develop ideas, or way off the point, or technically so sloppy as to interfere with my ability to understand what you have to say.
F You failed to submit the required work.

**Grade distribution**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>100-94%</td>
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<td>A-</td>
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**COURSE POLICIES**

*Academic Misconduct*

Make sure you properly cite all sources used in a written assignment. Plagiarism is a serious violation of academic integrity and will be prosecuted in accordance with university policies and procedures as set out in UWS Chapter 14 and UWM Faculty Document #1686. The standard penalty for plagiarism in this course will be a failing grade in the course and a written report to be placed in your file.

Plagiarism is when you copy someone else’s work and words and pass it off as your own. For example, you cannot “cut and paste” text from any sources (e.g. article, report, instructor’s lecture notes, websites etc.) without proper attribution.
Disability Information
If you will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible. If you have not already done so, you should also contact the Student Accessibility Center at 229-6287.

Accommodation for Religious Observances
Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

For further information on university policies, please see the document in the end of the syllabus and http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

READINGS
Textbooks (this is the only book students need to purchase):


Parts of textbooks:


Articles (to be found in D2L under Content for appropriate week)*:


Dwyer, Clair. 2003 ‘Where are you from?”: Young British Muslim women and the making of ‘home’ In *Postcolonial Geographies*, eds. Alison Blunt & Cheryl McEwan. 184-199.


Hopkins, Peter. 2007. “Young Muslim Men’s Experiences of Local Landscapes after 11 September 2001.” In *Geographies of Muslim Identities: Diaspora, Gender, and Belonging*. Hampshire and Burlington: Ashgate.


Khalili, Laleh. 2012. Too Early to Tell: When is a Revolution a Revolution?


## COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK 2, September 10</th>
<th>Introduction</th>
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<tr>
<td>Course objectives and key terms</td>
<td>Orientalism</td>
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<tr>
<td>READINGS:</td>
<td>Said, Introduction in <em>Orientalism</em></td>
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<td></td>
<td>El-Guindi, “Ideological Roots to Ethnocentrism”*</td>
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<td>Falah, The Visual Representation of Muslim/Arab Women in Daily Newspapers in the United States*</td>
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<td>Documentary: <em>Hollywood Harems</em></td>
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<tr>
<th>WEEK 3, September 17</th>
<th>Studying Islam</th>
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<tr>
<td>READINGS:</td>
<td>Asad, Talal. 2009. The idea of an anthropology of Islam*</td>
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<td></td>
<td>John, Bowen. 2013. “How to think about religions—Islam, for example*</td>
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<td>FACILITATOR:</td>
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<th>WEEK 4, September 24</th>
<th>Islam as a global religious tradition</th>
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<td>History and key terms</td>
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<tr>
<td>READINGS:</td>
<td>Ernst, <em>Following Muhammed</em>, Ch. 2 and 3*</td>
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<td>FACILITATOR:</td>
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<tr>
<th>WEEK 5, October 1</th>
<th>Muslim women, gender, feminism and colonialism</th>
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<tr>
<td>READINGS:</td>
<td>Lila Abu-Lughod, <em>Do Muslim Women Need Saving?</em>, pp. 1-112</td>
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<td>FACILITATOR:</td>
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**Essay 1 due in class.**

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<th>WEEK 6, October 8</th>
<th>Women’s rights and Egypt</th>
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<tr>
<td>READINGS:</td>
<td>Continue reading <em>Do Muslim Women Need Saving?</em>, pp. 113-227</td>
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<td>FACILITATOR:</td>
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**Abstract due in class.**

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<th>WEEK 7, October 15</th>
<th>Islamic and secular feminisms</th>
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<tr>
<td>READINGS:</td>
<td>Badran, What is in a name?,*</td>
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<td>Badran, What is between Secular and Islamic feminism(s)?*</td>
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<td>Mansson McGinty, Alternative femininities*</td>
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<td>FACILITATOR:</td>
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| WEEK 8, October 22 | READINGS:  
Globalization, social movements and the ‘Arab Spring’  
January 21st Egypt  
Moghadam, Preface, Ch. 1 and Ch. 3 (e-book)*  
Laleh Khalili, Too Early to Tell: When is a Revolution a Revolution?*  
**FACILITATOR:** ____________________________  
Essay 2 due in class. |
| WEEK 9, October 29 | READINGS:  
Globalization, gender and women’s role in protests  
Moghadam, Modernizing women and democratization after the Arab Spring*  
Johansson-Nogues, Gendering Arab Spring? Rights and (in)security*  
Sherine Hafez, No longer a bargain: Women, Masculinity, and the Egyptian Uprising.*  
Jessica Winegar, The Privilege of Revolution: Gender, Class, Space, and Affect in Egypt*  
**FACILITATOR:** ____________________________  
Documentary: *A Revolution in Four Seasons* |
| WEEK 10, November 5 | READINGS:  
Opinion pieces  
Mona Eltahawy, Why do they Hate us? (*Foreign Policy*)  
Seikally and Mikdashi, Let’s Talk about Sex (*Jadaliyya*)  
Mikdashi, The Uprisings will be Gendered (*Jadaliyya*)  
Hatem, Gender and Revolution in Egypt (*Merip*)  
**FACILITATOR:** ____________________________ |
| WEEK 11, November 12 | READINGS:  
European Islam and Islamophobia in Europe  
Hopkins, Muslims in the West: deconstructing geographical binaries*  
TBD  
**FACILITATOR:** ____________________________ |
| WEEK 12, November 19 | READINGS:  
Islam and Muslim identities in Britain and Scotland  
Hopkins, Young Muslim Men’s Experiences*  
Dwyer, Veiled Meanings* and Where are you from?*  
Botterill, TBD*  
**FACILITATOR:** ____________________________  
Essay 3 due in class. |
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<th>WEEK 13, November 26</th>
<th>READINGS:</th>
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<th>WEEK 14, December 3</th>
<th>READINGS:</th>
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<td>Islam and Muslim identities in the United States</td>
<td>Hermansson, How to Put the Genie Back in the Bottle?*</td>
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<td>Mansson McGinty, Emotional geographies of veiling: The meanings of the <em>hijab</em> for five Palestinian American Muslim women*</td>
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<td>Mansson McGinty, Embodied Islamophobia: Lived experiences of anti-Muslim discourses and assaults in Milwaukee, Wisconsin.*</td>
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| FACILITATOR: | |

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<tr>
<th>WEEK 15, December 10</th>
<th>CLASS PRESENTATIONS</th>
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<tr>
<td>WORK ON YOUR RESEARCH PAPER!</td>
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Your research paper is due on **Monday, December 17th, at 3pm.** Please put your paper in my mailbox at the Women’s and Gender Studies Program, Curtin Hall 535.

Web Sources:

*BBC Online* Middle East coverage: [http://news.bbc.co.uk/hi/english/world/middle_east/default.stm](http://news.bbc.co.uk/hi/english/world/middle_east/default.stm)

*The Guardian*: [http://www.guardian.co.uk/world/middleeast/roundup](http://www.guardian.co.uk/world/middleeast/roundup)

*Al-Jazeera English* [www.aljazeera.com](http://www.aljazeera.com)

*Middle East Report* [http://www.merip.org/mer/middle_east_report.html](http://www.merip.org/mer/middle_east_report.html) (access through Library)

*Jadaliyya* [www.jadaliyya.com](http://www.jadaliyya.com)
Syllabus Links

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. [http://uwm.edu/arc/](http://uwm.edu/arc/)

2. Religious observances. Accommodations for absences due to religious observance should be noted. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: [http://uwm.edu/active-duty-military/](http://uwm.edu/active-duty-military/) Employees: [https://www.wisconsin.edu/ohrwd/download/policies/ops/br9.pdf](https://www.wisconsin.edu/ohrwd/download/policies/ops/br9.pdf)

4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)

5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: [https://uwm.edu/sexual-assault/](https://uwm.edu/sexual-assault/).

7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)

10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. [http://uwm.edu/lgbtrc/](http://uwm.edu/lgbtrc/)

11. Other. The final exam requirement, the final exam date requirement, etc. [http://www4.uwm.edu/secu/docs/other/S22.htm](http://www4.uwm.edu/secu/docs/other/S22.htm)
Syllabus Addendum: 
Credit Hours

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a traditional, or face-to-face course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an online course, you will spend a minimum of

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a hybrid course, you will spend a minimum of

- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf.
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at http://www.uwsa.edu/acss/acps/acps4.pdf.
Using UW-Milwaukee Desire2Learn (D2L) course web sites

Materials for this course are available on a Desire2Learn (D2L) course web site. Students may see these materials there anytime using a standard web browser.

To find and browse the D2L course web site:

2. On the D2L Landing page, choose the button labeled [UWM ePanther].
3. On the next page, type in your ePanther Username (your ePanther campus email, but without the “@uwm.edu”) and Password (the same password you use for PantherLink and PAWS). Then hit [Login].
   • You may bookmark the D2L.UWM.edu landing page, if you wish.
   • To prevent failed log-ins, please DO NOT BOOKMARK the UWM ePanther login page.
4. On the D2L MyHome screen, find the area called My Courses. You’ll see your active courses here, arranged by Semester, with the newest semester at the top.
5. Click any course title to see the Course Home page. Click [Content] in the navigation bar to begin exploring the site.
6. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
7. When you are finished looking around your D2L course sites, always click on [Logout]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!

What to do if you have problems with Desire2Learn (D2L)

If you have any difficulties with D2L, including problems with your login (e.g., you forgot your password, or if you just can’t get on), please contact the UWM Help Desk as follows:

• Report the problem via online web form at GetTechHelp.uwm.edu
• Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee
• Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
• From outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459