WMST 401 Lec L02

"Sexuality and Desire in Islam"
Winter Term 2021

Mon/Wed—15:30-16:45

COURSE OUTLINE

Instructor Name: Dr. Safaneh Mohaghegh Neyshabouri
Email: safaneh.mohagheghney@ucalgary.ca
Office Hours: By email

COURSE DELIVERY INFORMATION

The course is delivered synchronously on Mondays and asynchronously on Wednesdays.

Land Acknowledgement

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

Course Information

The official course description provided here:
https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html

Course Description
This course focuses on the conceptions of sexuality, desire, intimacy and the body in Islam. Our approach to gender identity, gender expression and sexuality is intersectional; and we investigate these concepts as socially constructed and historically contingent. While we investigate Islamic scripture and legal traditions, we will also be looking at historical shifts in regimes of sexuality

and desire that were brought about by modernity, modern state formation, and the emergence of bodily regulation and regiments in Muslim societies.

The course draws on literary and artistic productions of Muslim societies/communities from around the world, and covers topics such as marriage and divorce in Islam, same-sex relations, queer Muslim politics, conceptions of hegemonic and marginal masculinity and femininity and construction of conceptions of beauty.

Prerequisite(s)

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions:
https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html

Course Learning Outcomes
Through lectures, class discussions, readings, and other material, this course aims to create an inviting and inquisitive learning space for all the participants.

The objectives of this course are:
- To develop awareness of the diversity of constructions of gender, sexuality, and desire in Islamic traditions and Islamicate cultures.
- To identify the theoretical frameworks that enable us to understand gender and sexuality issues in Islam.
- To become familiar with the historical shifts in conceptions of gender and sexuality brought by modernity and modern state formation in Islamic societies.

To arrive at these objectives, students are asked to think about the following questions while reading the texts required for each session:

1) Describe the text. What is the text about? What do we know about the author of the text and the historical backdrop of the text?
2) What is the argument? What claims is the author making? Does the author imply something?
3) What support does the author use in presenting their view? How does the author make their argument and what is their positionality?
4) What is your evaluation of the author's claims and arguments? Does the author convince you? Do you agree/disagree with their arguments and claims regarding the issue their presenting?
5) What is new for you in this reading? Do any of the author's claims, arguments, positions excite or disturb you? Does the reading influence/change/ contribute to your own position in any way?

WARNING: Religious texts discussed in this course are examined for their cultural significance and their influence in the societies and countries covered in this course, and not studied as sacred scripture. Discussion of issues pertaining to religion can be of sensitive nature for some, so we ask that all students maintain a respectful tone in class discussions. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

Required/Recommended Texts (including electronic resources):

All texts are available online through the University of Calgary Library or on D2L.
For more details check the course outline.

Participatory Classroom Philosophy

Women's Studies courses (WMST) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, both synchronous and asynchronous. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their "braver space" intentions.

We recognize that these are extraordinary times, with additional stress upon everyone. Technology helps us stay connected but also adds different pressures and expectations – and new forms of etiquette. When in a synchronous online environment, we encourage students to turn on their video interface and follow communication guidelines laid out by the instructor (see section on Course Technology for further details). Asynchronous communication must be timely, detailed, and respectful. More details are provided below, including university regulations governing academic and non-academic misconduct.

Course Assessment and Evaluation

Grade Breakdown:

- 20%   Discussion (2% for each discussion)
- 10%   Group evaluation/Synchronous class engagement
- 40%   Tests 2×20%=40%
- 30%   Final Take home Exam

==**Discussion:**==

This course is discussion heavy, which means that collaborating with your teammates on discussion days is essential.

Each discussion is worth 2.5% of your final mark, the question for discussions will be uploaded before hand and a member of your group should upload your answers by Friday before your next synchronous class.

- Members in discussion groups are picked randomly through D2L.
- There is a Group Discussion Rubric that is available on D2L. That is where you enter the weekly questions and your group's answers, and one member of the group submits that to the assigned folder on dropbox on behalf of all of you.
- There is a Discussion Rubric that is available on D2L. This rubric explains what is expected of you in your group discussions and the answers you provide to the questions.

Group Evaluation/Synchronous Class Engagement

10% of your final mark depends on how your peers in the group discussions evaluate your contribution + how the instructor evaluates your performance.

The criteria for the instructor's evaluation include:

- Preparedness in having read assigned readings before class
- Quality of analysis and contribution when speaking or asking questions in synchronous class.

For peer-evaluations two rubrics are available on D2L:

- Group Member Assessment Reference Guide, which helps you improve your participation in group discussions + assessing your peers

- Group Member Assessment Sheet, which each individual fills out on their own and uploads to the assigned box on D2L no later than April 7, 11:59 pm.

Tests:

The two tests, each worth 20% of your final grade, are comprised of 5-10 written-answer type questions. The tests are available on the evaluation section of D2L. They are available from 14:00 on the day mentioned on the outline for 24 hours (to accommodate students from different time zones). Once you log in to a test you have 90 minutes to complete it.

The tests are not cumulative, meaning your second test will not include questions from the readings you have already been tested on.

Final Take home exam:

20% the final take home exam will be uploaded at the end of the last class. The exam will be set up in such a way that students are able to provide the instructor with evidence of their ability to explain course material in their own words, illustrate the depths of their critical/holistic thinking skills, and show that they are able to make connections between our course readings, discussions, and important social issues of our day. The exam will be due at 11:59 p.m., on April 23, and must be submitted through the Dropbox of our D2L.

Important Assignment Submission Information:

- All assignments must be submitted through D2L.
- Emailing assignments are not accepted.
- You are responsible to solve any technological problems, you might have.
- Assignments MUST be submitted in Word or Pdf format.
- If you are citing a source in any of your submitted assignments, tests, or take home exams the citation should be in either APA or MLA format.

GRADING SYSTEM:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here: https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html.

In most cases where the final letter grade for the course is less than 1% from the next higher grade, the instructor will round-up. This course does not use a bell curve – whatever mark you get is it.

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent
85 – 89.9 %	A–	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B–	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C–	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

Policy for Synchronous Assessments and Absences

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. This policy will remain the same for synchronous assessments scheduled to happen during a zoom meeting, such as a class presentation. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student. The instructor may ask for supporting documentation to confirm an absence. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. For more information on Supporting Documentation, see https://ucalgary.ca/pubs/calendar/current/m-1.html

If you complete less than 30% of all assignments, you may receive a final grade of F. If you complete all assignments but receive more than two Fs, you may receive a final grade of F.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

WOMEN'S STUDIES PROGRAM COURSE POLICIES

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Expectations for online course engagement are detailed in D2L, which monitors student use.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The instructor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Group work is a necessary component of a participatory classroom because it develops critical thinking and social skills. There will be a variety of assignments and engagement requirements that will demand your time and consideration of others.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

This course is offered as an online/remote version only. Students are responsible for their own technological equipment (hardware, software, and connectivity) and must feel confident using a variety of programs and portals. The instructor does not provide technical support. If you are experiencing any technical issues, you must go through ucalgary.ca/it. All work must be completed using the online technologies designated by the instructor. Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They may download the Microsoft Office installation file by signing into their email online at https://office365.ucalgary.ca and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L a least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work. Students must have the capability to stream video.

Students must be able to edit files in Google Docs and Google Slides.

During synchronous meetings, we encourage students to turn on their video interface, and avoid distractions (including technologies and screens that are not relevant to the course) in order to facilitate group connections. At the same time, we are aware that there are circumstances that do not always make this possible. We trust students to make the right decision for themselves in keeping with the Braver Space Guidelines.

Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours (Zoom), then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

The instructor will endeavor to respond to emails within five business days of receiving the message. *If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.* If you don't receive a response within five business days, it means you can find the answer yourself and are expected to do so.

The instructor may respond to your email query with the request that you meet online synchronously to discuss.

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: ucalgary.ca/pubs/calendar/current/academic-schedule.html

If you have concerns about a received grade, before contacting the instructor, you must do the following:
- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above

Unless it is an error of fact by the instructor (not one of analysis or assessment), your grade will not change, nor will you be granted additional work or a re-take. Emails demanding a re-assessment will go unanswered.

Braver Space Guidelines

"Braver Space" principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the course space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means *being respectful, self-aware, and mindful of the classroom dynamic and your place in it.*

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a course dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold on to your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university course holds high standards of research, evidence, and analytical proof. Students need to engage attentively, respectfully, and critically to the evidence provided in class lectures, readings, discussions, and other materials.

Some of the materials and topics may include explicit content (violence; sexuality; profanity; blasphemy; objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the course. You will not be exempt from any assigned work, but we will work together to accommodate your concerns.

Do not make assumptions about other people's identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully.

Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this course is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.

Make an effort to speak from the position of "I" (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is unacceptable.

Address people without assuming their gender. Some ways to do this:
- Don't refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like "folks," "all," "everyone," etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said…"

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:
- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his
- ey/em/eirs

Similarly, if you are unsure about any aspect of a person's identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment to the participatory classroom.

Review and adhere to guidelines for online communication in both synchronous and asynchronous settings as provided by the instructor.

If you feel that you need more support than can be provided by the course or the instructor, you are encouraged to take advantage of some of these resources:

- *SU Student Wellness Services*
  ucalgary.ca/wellnesscentre 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*
  albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134 1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*
  calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus

- *Women's Resource Centre*
  https://www.ucalgary.ca/student-services/womens-centre/home
  4th Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*
  su.ucalgary.ca/programs-services/student-services/the-q-centre
  2nd Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*
  https://www.ucalgary.ca/student-services/faith-spirituality
  3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
  https://www.ucalgary.ca/student-services/writing-symbols/home
  3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy: ucalgary.ca/mentalhealth

If you have a serious concern about the instructor's conduct, you may speak in full confidence to the Department of Philosophy phildept@ucalgary.ca. Please note, the Women's Studies program is administered by the Department of Philosophy.

About the Women's Studies Program

The Women's Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (wmstprog@ucalgary.ca) and check out our listing on the Faculty of Arts website: arts.ucalgary.ca/womens-studies.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of these social media sites):

Consent Awareness and Sexual Education Club
Faith and Spirituality Centre
Writing Symbols Lodge
Queers on Campus
Q: The SU Centre for Gender and Sexual Diversity
Women in Leadership Club
Women's Resource Centre
Women's Studies and Feminism Club

The Women's Studies program is administered by the Department of Philosophy. The Women's Studies Program Coordinator is Joe Kadi (jkadi@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca).

Effective July 1, 2021, the program's name will be changed to Gender and Sexuality Studies, under the course designation of GSXS. Over this curricular year, we will be adjusting to this change. It will not affect your degree or course standing. If you have any questions, ask your instructor or the program coordinator.

DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Time limit and extended deadline accommodations can be set by D2L. Therefore it is imperative that students provide instructors with the appropriate documentation at the beginning of term.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For information on possible forms of documentation, including statutory declarations, please see ucalgary.ca/pubs/calendar/current/n-1.html

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/Registrar/registration/course-outlines
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit ucalgary.service-now.com/it for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/.

The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).

Date	Format	Reading	Assignment
Mon. Jan 11	Synch	Introduction Going through the syllabus Clarifying assignments and readings	
Wed. Jan 13	Asynch Intro to the Course:	Bouhdiba, Abdelwahab. Sexuality in Islam. London: Routledge & Kegan Paul, 1985, pp. 88-100. Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Analysis?" Journal of Women's History 18:1 (2006): 11-21. Katherine Pratt Ewing, "Naming Our Sexualities: Secular Constraints, Muslim Freedoms," Focaal—Journal of Global and Historical Anthropology 59 (2011): 89-98.	Discussion
Mon. Jan 18	Synch Intro to the Course	Bouhdiba, Abdelwahab. Sexuality in Islam. London: Routledge & Kegan Paul, 1985, pp. 88-100. Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Analysis?" Journal of Women's History 18:1 (2006): 11-21. Katherine Pratt Ewing, "Naming Our Sexualities: Secular Constraints, Muslim Freedoms," Focaal—Journal of Global and Historical Anthropology 59 (2011): 89-98.	
Wed. Jan 20	Asynch Construction of gender in Islamic sources of authority	Regulating Desire, Shari'a and the Kanun" in Ze'evi, Dror. Producing Desire: Changing Sexual Discourse in the Ottoman Middle East, 1500-1900. Studies on the History of Society and Culture 52. Berkeley: University of California Press, 2006, 48-77. Ali, Kecia. Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence, 2013, 112-150.	Discussion
Mon. Jan 25	Synch Construction of gender in Islamic sources of authority	Regulating Desire, Shari'a and the Kanun" in Ze'evi, Dror. Producing Desire: Changing Sexual Discourse in the Ottoman Middle East, 1500-1900. Studies on the History of Society and Culture 52. Berkeley: University of California Press, 2006, 48-77.	

		Ali, Kecia. Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence, 2013, 112-150.	
Wed. Jan 27	Asynch Intimacy and sexuality in early Muslim societies	Everett K. Rowson, "The Effeminates of Early Medina," 671-693 Babayan, Kathryn, "In Spirit, We Ate Eachothers' Sarrow" in Babayan, Kathryn, and Afsaneh Najmabadi, eds. Islamicate Sexualities: Translations across Temporal Geographies of Desire. Cambridge, Mass: Center for Middle Eastern Studies of Harvard University, 2008. Sahar Amer, "Medieval Arab Lesbians and Lesbian-like Women," Journal of the History of Sexuality 18:2 (2009): 215-236.	Discussion
Mon. Feb 1	Synch	Everett K. Rowson, "The Effeminates of Early Medina," 671-693 Babayan, Kathryn, "In Spirit, We Ate Eachothers' Sarrow" in Babayan, Kathryn, and Afsaneh Najmabadi, eds. *Islamicate Sexualities: Translations across Temporal Geographies of Desire*. Cambridge, Mass: Center for Middle Eastern Studies of Harvard University, 2008. Sahar Amer, "Medieval Arab Lesbians and Lesbian-like Women," *Journal of the History of Sexuality* 18:2 (2009): 215-236.	
Wed. Feb 3	Asynch The Construction of Family	Kecia Ali, *Sexual Ethics and Islam*, 1-23; 39-55. Kecia, Ali, "Claiming Companionship," Marriage and Slavery in Early Islam, pp. 97-132. Lucas, Scott C. 2011. ""Perhaps You Only Kissed Her?": A Contrapuntal Reading of the Penalties of Illicit Sex in Sunni Hadith Literature." *Journal of Religious Ethics* 39 (3): 399-415	Discussion
Mon. Feb 8	Synch	Kecia Ali, *Sexual Ethics and Islam*, 1-23; 39-55. Kecia, Ali, "Claiming Companionship," Marriage and Slavery in Early Islam, pp. 97-132.	

		Lucas, Scott C. 2011. "'Perhaps You Only Kissed Her?": A Contrapuntal Reading of the Penalties of Illicit Sex in Sunni Hadith Literature." *Journal of Religious Ethics* 39:3 (2011): 399-415	
Wed. Feb 10	Asynch Trespassing Boundaries	Shahla Haeri, Law of Desire: Temporary Marriage in Shi`i Iran. Chapter 4 "The Power of Ambiguity." Williams, Juliet A. "Unholy Matrimony? Feminism, Orientalism, and the Possibility of Double Critique." Signs: Journal of Women and Culture 34, no. 3 (2009): 611–32.	<mark>Test 1</mark>
Mon. Feb 15		**Reading week**	
Wed. Feb 17		**Reading Week**	
Mon. Feb 22	Synch	Shahla Haeri, Law of Desire: Temporary Marriage in Shi`i Iran. Chapter 4 "The Power of Ambiguity." Williams, Juliet A. "Unholy Matrimony? Feminism, Orientalism, and the Possibility of Double Critique." Signs: Journal of Women and Culture 34, no. 3 (2009): 611–32.	
Wed. Feb 24	Asynch Modernity: Heterosexualizing Nationalism	Najmabadi, Afsaneh. *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, pp. 26-63. Najmabadi, Afsaneh. "Veiled Discourse-Unveiled Bodies." *Feminist Studies* 19, no. 3 (Autumn 1993): 487–518.	Discussion
Mon. Mar 1	Synch	Najmabadi, Afsaneh. *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, pp. 26-63. Najmabadi, Afsaneh. "Veiled Discourse-Unveiled Bodies." *Feminist Studies* 19, no. 3 (Autumn 1993): 487–518.	

Wed. Mar 3	Asynch Modernity: Regulating Desire in Modern Law	Baron, Beth. 2005. Egypt as a woman: nationalism, gender, and politics. Berkeley: University of California Press, 40-57, 115-189. Najmabadi, Afsaneh. *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, 2005, 63-97. (You might need to use incognito mode to log into your U of C account to gain access to this book)	Discussion
Mon. Mar 8	Synch	Baron, Beth. 2005. Egypt as a woman: nationalism, gender, and politics. Berkeley: University of California Press, 40-57, 115-189. Najmabadi, Afsaneh. Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity. Berkeley: University of California Press, 2005, 63-97.	
Wed. Mar 10	Asynch Modernity: Constructing Families	Abu-Lughod, Lila. *Remaking Women: Feminism and Modernity in the Middle East.* Princeton Studies in Culture/Power/History. Princeton, N.J: Princeton University Press, 1998. Introduction, Chapter 6. Duben, Alan, and Cem Behar. *Istanbul Households: Marriage, Family, and Fertility, 1880-1940.* Cambridge Studies in Population, Economy, and Society in Past Time 15. Cambridge [England]; New York: Cambridge University Press, 1991, Chapter 4, Chapter 7.	Discussion
Mon. Mar 15	Synch	Abu-Lughod, Lila. *Remaking Women: Feminism and Modernity in the Middle East.* Princeton Studies in Culture/Power/History. Princeton, N.J: Princeton University Press, 1998. Introduction, Chapter 6. Duben, Alan, and Cem Behar. *Istanbul Households: Marriage, Family, and Fertility, 1880-1940.* Cambridge Studies in Population, Economy, and Society in Past Time 15. Cambridge [England]; New York: Cambridge University Press, 1991, Chapter 4, Chapter 7.	
Wed. Mar 17	Asynch	Papan-Matin, Firoozeh. 2009. "The Case of Mohammad Khordadian, an Iranian	Discussion

	Transgressions in Pop Culture	Male Dancer." *Iranian Studies* 42 (1):127-138.	
		Altinay, Rustem Ertug. "Reconstructing the Transgendered Self as a Muslim, Nationalist, Upper-Class Woman: The Case of Bulent Ersoy." *Women's Studies Quarterly* 36, no. 3/4 (2008): 210-29.	
Mon. Mar 22	Synch	Papan-Matin, Firoozeh. 2009. "The Case of Mohammad Khordadian, an Iranian Male Dancer." *Iranian Studies* 42 (1):127-138. Altinay, Rustem Ertug. "Reconstructing the Transgendered Self as a Muslim, Nationalist, Upper-Class Woman: The Case of Bulent Ersoy." *Women's Studies Quarterly* 36, no. 3/4 (2008): 210-29.	
Wed. Mar 24	Lesbianism and Invisibility	Amer, Sahar. "Naming to Empower: Lesbianism in the Arab Islamicate World Today." *Journal of Lesbian Studies* 16, no. 4 (2012): 381–97. Najmabadi, Afsaneh. "Verdicts of Science, Rulings of Faith: Transgender/Sexuality in Contemporary Iran." *Social Research* 2, no. 78 (Summer 2011): 1–24. Massad, Joseph Andoni. "Re-Orienting Desire: The Gay International and the Arab World." *Public Culture* 14, no. 2 (2002): 361–85.	Discussion
Mon. Mar 29	Synch	Amer, Sahar. "Naming to Empower: Lesbianism in the Arab Islamicate World Today." *Journal of Lesbian Studies* 16, no. 4 (2012): 381–97. Najmabadi, Afsaneh. "Verdicts of Science, Rulings of Faith: Transgender/Sexuality in Contemporary Iran." *Social Research* 2, no. 78 (Summer 2011): 1–24. Massad, Joseph Andoni. "Re-Orienting Desire: The Gay International and the Arab World." *Public Culture* 14, no. 2 (2002): 361–85.	

Wed. Mar 31	Asynch Queer in Islamic State	Najmabadi, Afsaneh. *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*: Chapter 6, 7, 8.	Discussion
Mon. Apr 5	--	***No Class***	
Wed. Apr 7			<mark>Group Member evaluations due</mark>
Mon. Apr 12	Synch	Najmabadi, Afsaneh. *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*: Chapter 6, 7, 8.	
Wed. Apr 14			<mark>Test 2</mark> <mark>Final Take Home Exam</mark>