



CPO 3713/WST 3930/JST 3930
WOMEN AND POLITICS
IN THE MODERN MIDDLE EAST

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REQUIRED TEXTS

1. *The Politics of Piety: The Islamic Revival and the Feminist Subject* by Saba Mahmood. Princeton: Princeton University Press, 2011.
2. *An Enchanted Modern: Gender and Public Piety in Shi'i Lebanon* by Lara Deeb. Princeton: Princeton University Press, 2006.
3. *Midaq Alley* by Naguib Mahfouz. Cairo: American University in Cairo Press, 2011.
4. *Judicial Power and National Politics: Courts and Gender in the Religious-Secular Conflict in Israel* by Patricia J. Woods. SUNY Press, 2009.

Your textbooks are listed in UF Textbook Adoptions and should be available in local bookstores. If for any reason they are not, you are still responsible to have them. You can also order them through on-line bookstores such as Amazon.com, BarnesandNoble.com, and Bookfinder.com. You are responsible to do so if you cannot find the books locally in town.

NOTE ON TEXTS

Please note that *Midaq Alley* includes topics related to prostitution. It takes place in Egypt.

Please note that *The Enchanted Modern* includes topics related to Hezbollah, as presented in a positive light. It is based upon field research in Lebanon.

Please note that *The Politics of Piety* includes topics related to feminism and Islamic revival. It is based upon field research among women and in mosques in Cairo.

Please note that *Judicial Power and National Politics* includes topics related to women, religious authorities, and secular-religious conflict. It is based upon field research in Israel.

ASSIGNMENTS

10%	Participation	Active discussion of readings in class and participation in in-class individual and group assignments (daily in class)
20%	Quizzes	4 quizzes on the readings (every four weeks)
20%	Abstracts	4 abstracts on readings (5-7 sentences, explain the central argument of the reading through three major pieces of evidence) (every four weeks)
25%	Readings Journal	Make a one-paragraph entry every week to discuss the readings with particular regard to their impact on your thinking about the Middle East (other students will not see these entries) (every week)
25%	Short Paper	6 page paper responding to a question prompt about the readings and discussions in class (Chicago Manual of Style, in-text citations required, Reference list required; you may draw upon your abstracts in writing your answers) Due Monday, December 12 th by 12:00 Noon (once)

All of your assignments will be submitted on-line on CANVAS.

PARTICIPATION/DISCUSSION

We will keep our discussions, as much as possible, centered on the arguments in the readings. Come to class every day ready to talk about the central argument or arguments in the readings. Middle East politics, and women in the Middle East are issues that are deeply important to some people. Therefore, to keep the classroom pleasant and a positive learning experience as much as we can, we will spend most of our time analyzing the texts themselves. There is no political litmus test in this class. Each student is allowed his or her own opinions. However, those opinions should, for the most part, be kept to the private sphere and not be part of the classroom. The students who take this class typically hail from the following regions and religions: South Asia, the Middle East, Southeastern U.S., Other regions of the U.S. and Canada, South America, Europe, Islam, Judaism, various forms of Christianity, including Eastern Orthodox Christianity, etc. On rare occasion, we have even had students from Australia and Iceland! Students for this class also range in professional interests and goals from medicine to politics to religion to military to law school to graduate school and the like. So, be aware that we have a very diverse classroom. Once we are in the groove and used to how to talk about the texts as neutrally as possible, we can range a little bit outside of that and include students' personal experiences and the like.

For some students, it will be important to be aware that this course takes a very positive view of the Middle East, and of women in the Middle East.

This assignment will help you to develop *analytical speaking skills*.

QUIZZES

Your quizzes will be taken on-line in the classroom.

Please make arrangements to have an electronic device in the classroom that can access <http://lss.at.ufl.edu> at the time of each quiz.

Quizzes are open book and open note.

The quizzes will be organized around the central argument or arguments of the readings, and the most major bodies or pieces of evidence used by the authors to support those arguments. So, our class discussions will help you prepare for the quizzes. Use them as a guide to tell you how to study for the quizzes.

Quizzes are intended to help you to develop *analytical reading skills*.

ABSTRACTS

Abstracts should be no fewer than five sentences and no more than seven sentences. The length of the abstract is a graded part of the assignment. The abstract should seek to achieve a balance between substance (being in-depth) and clarity (being concise). In comparative politics, we usually aim to write as concisely as possible while still maintaining depth, clarity, and substance. Try not to be flowery – keep that for your poetry classes! Use Chicago Manual of Style in-text citations and a full Chicago Manual of Style book reference at the top of the page (this way, you have it later for your short paper). You are seeking to *explain* the central argument of the reading (as far as we have gotten in the reading at the time of the assignment) through three major pieces/bodies/types/historical moments/personages/political or social processes used as evidence by the author to make the argument. If you would like, you can comment on the extent to which the author succeeds in supporting the argument (e.g., does the evidence fit the argument?). Keep your comments neutral and positive to the extent possible; in comparative politics, we also seek to avoid being “normative” (e.g., putting our own preferences in). We try our best to leave normative analyses to political theorists and philosophers! We are often reporting on evidence that is (deeply) important to other people, and which is complex in nature, so we seek to keep the writing straight-forward, active, declarative voice, and non-normative.

Writing about the texts in this way will help you to develop *analytical writing skills*. It will also help you to develop *analytical reading skills*.

READINGS JOURNAL

Each week by Friday at 11:00 p.m., please submit on-line through CANVAS a 1-paragraph to 1-page thought piece on the readings and discussions for the week. Please try to keep your comments positive, although frustrations with coming to terms with some of the readings are certainly appropriate if you find yourself in that position. Insights, connecting readings and discussions to things you have found in the news, and the like are all helpful and important. Be sure to keep your entries in a file for yourself so that you have your journal to look back on in future years!

Other students will not see this assignment, but I will see it. So, please do not include material that you are not comfortable with me seeing, or that would not be appropriate for me to read.

This assignment is your record for posterity of your engagement with this wonderful and sometimes confusing topic. It is your record of how you have *engaged personally* with the materials from this course.

WRITTEN ASSIGNMENTS

All written assignments for this course should be submitted on-line on CANVAS with the following parameters:

- Double-Spaced
- 11- or 12- point font
- Using Chicago Manual of Style in-text citations
- Using Chicago Manual of Style References
- Include your name
- Include page numbers, as appropriate

SHORT PAPER

The short paper will be in response to a question prompt that I give you near the end of the semester. It is open book and open note. DO NOT consult with other students in class, as it will show up in your writing and will result in a grade of 0 for the assignment. Use the same writing guidelines as with the abstracts, except that you do not have a sentence limit for your paragraphs. You will have four weeks to work on the short paper. It will be limited to the readings in class. It will be due:

Monday, December 12th by 12 o'clock Noon

(please note, the due date/time is mid-day,
not evening as with most other assignments in this class)

This assignment will help you to develop *analytical reading and writing skills*.



READING SCHEDULE

Week I

The Politics of Piety, Chapter 1

Week II

The Politics of Piety, Chapters 2 and 3

Week III

The Politics of Piety, Chapters 4 and 5

Abstract due Tuesday

Week IV

The Politics of Piety, Epilogue

In-class activity

Quiz (Thursday, September 15th, second half of class)



READING SCHEDULE

Week V

The Enchanted Modern, Introduction and Chapter 1

Week VI

The Enchanted Modern, Chapters 2 and 3

Week VII

The Enchanted Modern, Chapters 4 and 5

Abstract due Tuesday

Week VIII

The Enchanted Modern, Chapters 6 and 7

In-class activity

Quiz (Thursday, October 13th, second half of class)



READING SCHEDULE

Week IX

Midaq Alley, p. v – 49

Week X

Midaq Alley, p. 50-119

Week XI

Midaq Alley, p. 120-202

Abstract due Tuesday

Week XII

Midaq Alley, p. 203-276

In class activity

Quiz (Thursday, November 10th, second half of class)



READING SCHEDULE

Week XIII

Judicial Power and National Politics, Preface and Chapter 1

Week XIV

Judicial Power and National Politics, Chapters 2 and 3

Abstract due Tuesday

Week XV

Judicial Power and National Politics, Chapters 4 and 5

Quiz (Thursday, December 1st, second half of class)

Week XVI

Judicial Power and National Politics, Chapter 6

In-class activity, Conclusions



DON'T CHEAT

Don't cheat. Do your own work. You learn the material better that way.

One instance of cheating will result in a grade of 0 for that assignment. A second instance of cheating will result in a failing grade for the course.

TARDIES AND ABSENCES

I follow UF policies on tardies and absences. Try not to be tardy. If you have truly extenuating circumstances and have to be late, come in quietly and do not disrupt class, please. I don't take it personally if you are late, but please do not disrupt class. If you are frequently late, it will mitigate negatively on your participation grade.

More than 3 absences will count against your final grade at a rate of 0.5 per absence off of your final grade on a 100 point scale.

MORE INFORMATION

There are links to important UF resources, as well as university politics located in the CANVAS site for this course.

I look forward to working with you!

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