



**Faculty of Arts**  
**School of Languages, Linguistics, Literatures and Cultures**

ALMC 360.04  
Muslim Women's Literature  
Fall 2022  
Tuesdays and Thursdays 14:00-15:15 – EDC 276

**COURSE OUTLINE**

**INSTRUCTOR'S NAME: Dr. Safaneh Mohaghegh Neyshabouri**

**OFFICE HOURS: By appointment (check D2L for more details)**

**E-MAIL: [Safaneh.mohagheghnev@ucalgary.ca](mailto:Safaneh.mohagheghnev@ucalgary.ca) (see Student-Instructor Communication below)**

**Teaching Assistant: Sepideh Borzoo**

**E-Mail: [sepideh.borzoo@ucalgary.ca](mailto:sepideh.borzoo@ucalgary.ca)**

**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.

**DESCRIPTION**

This is an interdisciplinary course that focuses on life writing and confessional writing by **Muslim women** from Muslim majority societies. Not all the authors are necessarily practitioners of Islam, but their work is influenced by their experience of living in, or in close proximity to, cultures informed by Islam. The "texts" chosen are from a wide range of geographical areas and are translations. This class is discussion heavy, and **it is important that you participate in the discussions having read the assigned readings.**

**OBJECTIVES**



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The main objectives of this course are, for students to:

- To become acquainted with a range of contemporary women's Literature from Muslim societies
- To understand the range of history and cultural nuances of Islamic cultures
- To explore the issues of gender as represented in life writing by women from Muslim societies
- To be able to contextualize literature
- To analyze texts through various theoretical lenses
- To evaluate texts in comparative terms
- To formulate their analysis of a text using multiple sources and theories
- To compose essays demonstrating their understanding of a text through close reading

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

- 1) How are the text and context related?
- 2) To what extent does religion shape the creative choices of the authors?
- 3) Is there a dominant mode of women's representation based on typified religious values?
- 4) How is the female body, sexuality, and identity at large constructed?
- 5) How do historical circumstances and priorities of each historical moment shape or affect the representation of women, as well as the way female characters see themselves and one another?
- 6) What is the characters' relationship to their faith?
- 7) Does faith play a part in the way characters react to different events?
- 8) What sections of the text do you find more illuminating in terms of enhancing your understanding of a certain character/major event?
- 9) Did the text influence/change/ contribute to your own understanding of a specific Muslim society in any way?

### **COURSE MATERIALS**

Of these texts, three are novels, one is a novella, and one is a journal (life writing). All are available at the university bookstore. The rest (poems and essays) are available on D2L.

Zeina Hashem Beck. "Broken Ghazal" and "Ode to my non-Arabic Lover" from *Louder than Hearts*. Bauhan Publishing. 2017. P. 11 and 66

Jasmine Zine. "Muslim Women and the Politics of Representation," *American Journal of Islamic Social Sciences*. Vol. 19 No.4 (2002).

Nawal El Saadawi. *Woman at Point Zero*.



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Rita Felski. "On Confession," *Women, Autobiography, Theory: A Reader*. Edited by Sidonie Smith and Julia Watson. The University of Wisconsin Press. 1998. Pp. 83-95.

Forough Farrokhzad. "My Beloved" and "Wind Up Doll"

Sidonie Smith and Julia Watson. "Life Narrative: Definitions and Distinctions." *Reading Autobiography*. University of Minnesota Press. 2010. Pp. 1-19.

Assia Djebar. *Fantasia: An Algerian Cavalcade*.

Sidonie Smith. "Performativity, Autobiographical Practice, Resistance," *a/b: Auto/Biography Studies*. Volume 10, 1995 – Issue 1. Pp. 17-33.

Huda Shaarawi. *Harem Years*.

Thomas Philip. "Feminism and National Politics in Egypt." *Women in the Muslim World*. Harvard UP. 1982. Pp. 277-295.

Women's World in Qajar Iran: <http://www.qajarwomen.org/en/>

Susynne M. McElrone. "Nineteenth Century Qajar Women in the Public Sphere: An Alternative Historical and Historiographical Reading of the Roots of Iranian Women's Activism," *Comparative Studies of South Asia, Africa and the Middle East*, Vol 25. No 2. 2005. Pp. 297-317.

**Recommended Texts:**

Minoo Moallem. "Muslim Women and the Politics of Representation," *Journal of Feminist Studies in Religion*. Volume 24, Number 1, Spring 2008, pp. 106-110.

**COURSE NOTES and ASSASSMENT**

**Online Class Discussion: 20% of total mark.**

This course is discussion heavy, which means that your presence in the class is required. The criteria for class participation grades include:

- Preparedness in having read assigned readings before class
- Reasonable frequency and quality of valuable and constructive participation in class discussions and debates
- Quality of analysis and contribution when speaking or asking questions in class

It is recommended that you place a clearly readable nametag in front of you during class sessions, so that the instructor can better associate your name with your participation and give you the participation grades you deserve.



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**Reflection Papers: 20% of the total mark.**

You are required to write one reflection papers on one of the literary texts of the course. You decide which of the texts you would like to write your reflection papers on. The paper should be approximately two pages, double-spaced, with Times New Roman size 12 font, one inch margin on all sides and not less than 400, or more than 500 words. The paper makes up for 10% of your grade. Your reflection papers should be submitted online through D2L's dropbox section. You should submit your first reflection paper no later than October 20, 2022 (11:59 pm), and the second one no later than December 1, 2022 (11:59 pm).

**Participatory Classroom Assignment: 10% of the total mark.**

2 parts, due Sep 6 and Dec 6, D2L drop-box, 11:59 p.m. Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to set out their intentions for the term, in terms of participation, engagement, and adherence to the student guidelines/braver space guidelines, and then assess whether they met those expectations. The first part of the assignment is due Sep 6, D2L, 11:59 p.m., and will consist of roughly one double-spaced page, where students give short answers to a few questions (the question page is uploaded to D2L). In it, the student will set out their plan for their level of participation, engagement, and adherence. In the second part of the assignment, which is due Dec 6, D2L, 11:59 p.m., students will begin by assigning themselves a letter grade that they believe accurately reflects their participation, adherence to student guidelines/braver space guidelines, and depth of learning. *Remember: students are giving themselves a grade for the 10 percent of their mark that pertains to issues of participation and engagement, as opposed to the grade they believe they deserve for the entire course.* Students will assess how well they met the expectations they set out in the first part of the assignment, and explain their rationale for the grade. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade.

**Paper Proposal: 20% of total mark.**

Your final paper proposal is due on Nov 3, D2L, 11:59 pm. The details and resources for writing a proposal are available on D2L.

**Final Paper: 30% of total mark.**

Your final paper is due December 12, D2L, 11:59 pm. The rubric for how they will be marked are available on D2L. Final

A list of topics for the paper are available on D2L. You can also pick your own topic. In any case you must check your choice of topic with the instructor before writing on it. The final paper has to have at



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least one primary and two secondary academic sources. The primary source is a literary/artistic work that is the main subject of analysis, and secondary sources are any academic works that you use to strengthen your argument, for example by providing evidence, historical context, or theoretical frameworks. If you are confused about the acceptability of a secondary source, contact instructor.

Students are encouraged to start thinking about their subject for the final essay as soon as possible and discuss their ideas with the instructor if they are unsure.

The paper should be between 1250 and 1750 words. This is approximately between 5 to 7 pages, double-spaced, Times New Roman size 12 font, with one inch margins on all sides. This paper makes for 30% of your grade and is due on **December 12, D2L, 11:59 pm.** If for any reason you need an extension, you should notify me by email before the assignment is due, any such requests sent after the deadline will not be granted. Extensions are only given once and cannot be renegotiated. The penalty for late submission of assignments is 5% of the grade per day. Papers submitted more than five days later than the due date will receive “0”. The format of your paper should be Pdf or Word (I can not open pages files.)

The essays are graded based on the rubric that is available on D2L.

**Note on the Lecture sessions:**

This class is delivered in-person. But in case the instructor cannot come to class due to illness (Covid or possible surgery) the class will be delivered online.

**GRADING SCALE**

|    |             |    |             |    |             |    |                  |
|----|-------------|----|-------------|----|-------------|----|------------------|
| A+ | 97 – 100%   | B+ | 84 – 87.99% | C+ | 71 – 74.99% | D+ | 58 – 61.99%      |
| A  | 92 – 96.99% | B  | 79 – 83.99% | C  | 66 – 70.99% | D  | 50 – 57.99%      |
| A- | 88 – 91.99% | B- | 75 – 78.99% | C- | 62 – 65.99% | F  | 49.99% and below |

**Policy for Late Assignments**

Unless otherwise stated, no extensions will be granted on assignments except in cases of medical or personal distress. Failure to submit on time will result in a grade of F (zero).

The University has suspended requirements for students to provide evidence for reasons for absences. Please do not visit medical clinics for medical notes or Commissioners for Oaths for statutory declarations. Let your instructor know immediately if you are ill and cannot meet a deadline.



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Failure to complete all of the required exams and assignments result in a grade of F (zero) in the course. If you complete all assignments but receive two or more Fs, the professor reserves the right to give you a final grade of F.

It is the student's responsibility to solve any technology issues they may have and submit their assignments in word or pdf format (I cannot open pages files).

#### **INTEGRITY AND CONDUCT**

All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>).

#### **Academic misconduct**

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted." Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.



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4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

#### **INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

#### **FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT**

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see <https://www.ucalgary.ca/legalservices/foip> for complete information on the disclosure of personal records.

#### **ACADEMIC ACCOMMODATIONS**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

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 (<https://www.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 or the Department Head/Dean or to the designated contact person in their Faculty.

#### **FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES**

Have a question, but not sure where to start?

The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.





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In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:

- Program advising
- Co-op Education Program
- Arts and Science Honours Academy
- Student Help Desk

Location: Social Sciences Room 102

Phone: 403-220-3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate](http://arts.ucalgary.ca/undergraduate).

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

### Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

### 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](http://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





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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](#).

#### **Media Recording**

Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

#### **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](http://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 at 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. If you have questions that you can find the answers to in the syllabus, or on the first



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session's recorded class, or if it is a question about any of the readings please ask in the assigned discussions section on D2L. If what you want to ask has a private nature such as personal and health related issues then email the professor. If you feel like you must talk to the instructor in person then email to schedule a zoom meeting.

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](http://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 and disagreement may 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.



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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



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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](http://ucalgary.ca/wellnesscentre) 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*  
[albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134](http://albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134) 1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*  
[calgarycasa.com](http://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>  
4<sup>th</sup> Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*  
[su.ucalgary.ca/programs-services/student-services/the-q-centre](http://su.ucalgary.ca/programs-services/student-services/the-q-centre)  
2<sup>nd</sup> Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*  
<https://www.ucalgary.ca/student-services/faith-spirituality>  
3<sup>rd</sup> Floor, MacEwan Student Centre
- *Writing Symbols Lodge*  
<https://www.ucalgary.ca/student-services/writing-symbols/home>



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3<sup>rd</sup> Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:

[ucalgary.ca/mentalhealth](http://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](mailto:phildept@ucalgary.ca). Please note, the Women's Studies program is administered by the Department of Philosophy.

### SUPPORT AND RESOURCES

Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>.

| Month     | Date | Topic          | Reading/Assignment  |
|-----------|------|----------------|---|
| September | 6    | Introduction   | Going through the syllabus<br>Answering questions about the course and assignments/ Complete the first part of Participatory classroom assignment |
|           | 8    | Translation    | Zeina Hashem Beck:<br>"Broken Ghazal: Speak Arabic" (poem)<br>"Ode to My non-Arabic Lover" (poem)<br>Lecture on Reading literature in translation |
|           | 13   | Representation | Jasmine Zine "Muslim Women and the Politics of Representation"  |
|           | 15   | Egypt          | Nawal El Saadawi, <i>Woman at Point Zero</i>  |
|           | 20   | Egypt          | Nawal El Saadawi, <i>Woman at Point Zero</i>  |
|           | 22   | Life writing   | Rita Felski. "On Confession"  |
|           | 27   |                | Forough Farrokhzad: <i>My Beloved</i> and <i>Wind up Doll</i>   |
|           | 29   |                | What is Life writing?<br>Sidone Smith and Julia Watson. "Life Narrative: Definitions and Distinctions." <i>Reading Autobiography</i> . 1-19       |
| October   | 4    | Algeria        | Assia Djebar. <i>Fantasia: An Algerian Cavalcade</i>  |

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|          |    |                        | Part One   |
|          | 6  |                        | Assia Djebar. <i>Fantasia: An Algerian Cavalcade</i><br>Part Two   |
|          | 11 |                        | Vince, Natalya. "Embodying the Nation," <i>Our Fighting Sisters: Nation, Memory and Gender in Algeria (1954-2012)</i> , Manchester UP, 2015. Pp 140-179.   |
|          | 13 |                        | Assia Djebar. <i>Fantasia: An Algerian Cavalcade</i><br>Part Three- page 113-173 (up to Voice)   |
|          | 18 | Writing                | Assia Djebar. <i>Fantasia: An Algerian Cavalcade</i><br>Part Three- page 173-end   |
|          | 20 | Writing and Resistance | <b>First Reflection paper due</b><br>Writing a Proposal<br>Writing a paper   |
|          | 25 | Egypt                  | Sidone Smith. "Performativity, Autobiographical Practice, Resistance"  |
|          | 27 |                        | Huda Shaarawi. <i>Harem Years</i> . Introduction and Part One  |
| November | 1  |                        | Thomas Philip. "Feminism and National Politics in Egypt." <i>Women in the Muslim World</i>   |
|          | 3  |                        | Huda Shaarawi. <i>Harem Years</i> . Part Two and Part Three<br><b>Paper Proposal due</b>   |
|          | 8  | -                      | Reading week   |
|          | 10 | -                      | Reading week   |
|          | 15 |                        | Huda Shaarawi. <i>Harem Years</i> . Part Four and Epilogue   |
|          | 17 | Iran                   | Browse this website:<br><a href="http://www.qajarwomen.org/en/browse.html">http://www.qajarwomen.org/en/browse.html</a><br><br>Susynne M. McElrone. "Nineteenth Century Qajar Women in the Public Sphere: An Alternative Historical and Historiographical Reading of the Roots of Iranian Women's Activism." |
|          | 22 |                        | <i>Crowning Anguish</i> pp. 77-116   |
|          | 24 |                        | <i>Crowning Anguish</i> pp. 116-157  |
|          | 29 |                        | <i>Crowning Anguish</i> pp. 157-200  |



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| December | 1 |  | <i>Crowning Anguish</i> pp. 200- end<br><b>Second Reflection paper due</b>          |
|          | 6 |  | Catch up/ Questions/ Complete the second part of Participatory classroom assignment |