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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES (HUSS)

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY & EGYPTOLOGY (SEA)

**Selected Topics in Sociology: Sexual and Gender-Based Violence, 3 credit hours**

**Zoom link:**

<https://aucegypt.zoom.us/j/91502580128?pwd=TDZrR09OK3VmNEVMd0NPaDJiOEhLdz09>

**SOC 4099-01**

**Fall 2020**

**W 5-7:25 p.m.**

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**Dr. Helen Rizzo**

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**Email: [a.abuelela@aucegypt.edu](mailto:a.abuelela@aucegypt.edu)**

**Course Format:** The course is taught remotely and it uses mainly Blackboard as the Learning Management System, Zoom for meetings, and Panopto for recorded lectures. Other platforms that will be used from time to time will be discussed below. Course instructor and students will work both synchronously and asynchronously throughout the semester. Students should check their email and Blackboard for announcements at least once per day in order not to fall behind in the course.

**Office Hours:**

Online Drop-In Office Hours: UW 1-3 p.m. via Zoom

<https://aucegypt.zoom.us/j/94081256948?pwd=UmF6UFpzRzhPQjZLT2pPZ0tieFRVdz09>

If these times do not work, please email me for an individual appointment and I will send you a Zoom link.

**Communication Procedures:**

I will respond to all questions via email within 24 hours on weekdays and 48 hours on weekends. It is required that students use their official AUC email for communication. The Blackboard announcements feature will be used throughout this course; these announcements will be sent to your AUC email on a weekly basis and will remain on Blackboard for reference throughout the semester. You can email me and my TA directly to the email address above (please indicate that you are in SOC 4099) or through Blackboard via the link titled "Send Email" that is located on the left hand navigation of the course.

**Course Information**

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This course fulfills requirements for the sociology major and minor, collateral requirements for other majors, and can be used as an elective.

**Course Description**

Will take a comparative perspective in examining the main problems, issues, laws and activism surrounding sexuality and gender-based violence in Egypt, the Middle East, and globally.

## Course Objectives

The primary goals are: 1) to introduce the student to the prevalent theories, concepts, and relevant empirical research related to sexual and gender-based violence, while 2) building an understanding of contemporary local and global social issues that accompany these processes such as patriarchy, the role of the state, and other local and global economic, political and social forces. There will be a particular emphasis on understanding global gender and sexual inequality and violence from a Global South point of view.

## Learning Outcomes for the Course

By the completion of this course, students will be able to:

- Discuss the “sociological imagination” and explain its importance in understanding everyday life and social change as well as social structures and institutions.
- Utilize a broad lens and an informed social science perspective to contemplate, discuss, and critically evaluate the issues associated with and conditions related to sexual and gender-based violence verbally and in writing.
- Describe the influence of culture, power, and social structure in determining the processes and outcomes of issues regarding sexual and gender-based violence.

## Important Considerations

Finally, this course has a somewhat heavy reading load. Many of the readings are also difficult. Recognize this from the start and budget your time wisely. Do not give up because you do not understand. Try to figure out exactly where and why the author is confusing and bring this to class. Class participation is essential in a graduate seminar. Students are expected not only to be present but also to be prepared to discuss the readings. Always come to class with questions and comments. Every student is expected to come prepared with at least one question or comment.

Keep in mind with respect to class discussion and the critical memos: Contributing to a discussion means constructively engaging in a collective exchange—i.e. not dominating the discussion or merely stating your position without defending it. It will be very helpful to the class as a group if you speak as clearly and as fully as you can about what you are finding difficult to understand so that we can all understand the issues better; you will lose neither points nor “status” for this.

*The nature of an advanced sociology course:* This is an advanced course in sociology, and with that comes the assumption that students have an understanding of basic sociological concepts, methods, and perspectives.

## Required Texts

They will be available on Blackboard. The readings will include articles from social science journals, book chapters, and selections from social science collections to provide a well-rounded perspective on course topics. It is essential that students complete all readings to expand understanding of the course and to participate in class discussions.

## Course Requirements

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1. *Participation*. I will base **10%** of your final grade on participation in synchronous sessions. You are expected to come to class prepared to discuss the readings for each week (you can't participate if you are not here thus attendance is **5%** of the final grade). The more you keep up with the readings, the more you will learn in class. Also each session two students (in a rotating schedule) will be responsible for directing class and preparing the readings to be covered for that day. The discussion leaders should prepare to **BRIEFLY** summarize the key points of the assigned text(s) (**around 5 minutes**) and then facilitate the class discussion by presenting to the class 3-4 questions that require us to synthesize or critique the material in the readings in order to initiate conversation. The discussion leaders should **WORK TOGETHER** to make their questions/responses as interesting as possible and open ended in order to engage us into conversation about the material. In other words, I **DO NOT WANT** the discussion leaders to merely divide the readings and only give summaries of them to the class. You will receive a lower grade if you do this. Further instructions, guidance, and expectations for quality participation will be provided on Blackboard. The discussion leaders **must send in one e-mail** their questions to the class (use Blackboard) **by 12:00 pm. on the day they lead the discussion**. For this system to work, questions must be in on time; everyone should make all efforts to review the questions prior to our meeting (leading discussion is **5%** of the final grade).

The learning objective of participation is to demonstrate knowledge of key concepts and apply theory to your own personal experience that relates to the topic as well as deepen understanding of the various topics through exploring, comparing, discussing and reflecting with peers in an open and continuing dialogue. I also hope that you will come to see participation as way to prepare you to excel in the other requirements of the course where the stakes are higher (exams and/or final paper).

2. *Critical Memos*. For **25%** of your final grade and to further facilitate in-class discussion, you are expected to complete a critical memo that comments on and/or critiques that day's readings. It should be an approximately 2-3 page, double spaced, critical appraisal of some aspect (s) of that day's readings that grabs your attention. You need to do at least 8 memos out of the 12 opportunities this semester. If you do more than 8, I will count the best 8 memos in your final grade. Doing more than 8 can also help in other areas of the course if needed. You can pick which 8 memos you want to do (even the week(s) you lead the discussion if you so choose). Please aim to submit a soft copy of that day's memo to Blackboard by 5 p.m. **If you are unable to finish the memo by our meeting time, you must submit it the next day, Thursday, by 10 a.m. to Blackboard (but please complete the readings and be prepared to discuss them even if you don't write a memo for that week). You cannot submit a memo for that day's readings after the next day, Thursday, by 10 a.m.**

Each memo must be a critical analysis of the readings and will be graded on a 10-point scale. A mere summary of the material will not earn you a full grade. You must also synthesize and critique the theoretical arguments and/or empirical research. The best memos will pick 1-2 theme (s) that cut across the assigned readings and focus your synthesis and critical analysis around those themes.

In writing your memos, please keep in mind the following questions:

What is the main point?

What are the theoretical issues that come up in this reading?

What questions do this week's readings raise?

Do you agree or disagree with particular arguments?

What are the author's major contributions, major weaknesses?

Can the argument be usefully applied in another context?

How does this piece challenge other readings?

Grading Rubric	9-10	6-8	5-3	1-2
Critical Memos  Understanding, synthesizing and analyzing the weekly assigned readings	Comprehension of significant ideas related to topic(s) under discussion - reflection on readings and efforts to consider applications, distinctions, comparisons, counterexamples, etc. - use of correct examples/quotes to make points & to elaborate on themes, issues, distinctions, etc...	Claims show: reading was completed but little time was spent making connections with prior content or reflecting on the topic - some effort made to address at least one of the prompt's implications - some effort to tie posts to readings and own research.	Claims show: Only a repeat of section headings and/or thematic topics - little relation to topic under discussion/irrelevant statements - information about topic being incorrectly applied	No claim was made Paper is largely descriptive

3. *Take-home Exam.* I will base **30%** of your final grade on a take-home essay exam. The exam will cover the first part of the course. You are responsible for all readings, as well as material covered in lectures and class discussion. It will consist of essay questions and the answers should be typed and double-spaced. The midterm will be due on **Wednesday October 14**. Please submit a soft copy to Blackboard by 11:59 p.m. on that day.

4. *Term Paper or Final Exam.* I will base **35%** of your final grade on either a final paper or a final take home essay exam. For the paper option, you will be required to write a 10-15-page paper (typed and doubled spaced) discussing a specific topic related to sexual and gender-based violence. More details will be given as the semester progresses. For the final exam option, it will cover the second part of the course. You are responsible for all readings, as well as material covered in lectures and class discussion. It will consist of essay questions and the answers should be typed and double-spaced. The final exam/final paper will be due on **Saturday December 12 to Blackboard by 11:59 p.m.**

5. *Policy on late assignments.* Late assignments will not be accepted without penalty unless there is an emergency situation and you contact me **WITHIN 48 HOURS OF THE DUE DATE** or in non-emergency situations, you contact me **AT LEAST 24 HOURS PRIOR TO THE DUE DATE** to ask for an extension. Otherwise, late assignments will be penalized **ONE LETTER GRADE** for each day that it is late. For memos, unless it is an emergency, I will not accept memos after 10:00 a.m. of the day after the class session when the readings were discussed.

6. Failure to complete the midterm exam and/or term paper/final exam will result in a failing grade.

7. *Appearance of written work.* All written work must be typed, double-spaced, with 1inch margin and a font between 10-12 pt. Please keep a copy of all written work when turning in assignments to insure that you get credit for your work.

## Grading rubric for the course

The grading scheme for the course conforms to the grading system used in undergraduate programs at AUC. Assignments and tests will bear either a letter grade designation or a corresponding number grade.

A	93-100	Outstanding
A-	90-92	Excellent or outstanding work exhibiting excellent levels of knowledge and understanding with additional elements of originality. The work demonstrates a range of critical readings, answers or essays will be fluently written and include independent arguments that demonstrate an awareness of the nuances and assumptions of the question or title.
B+	87-89	A mark in this range is indicative of good to VERY GOOD work that holds great promise for future standards. Work shows a good or very good level of knowledge and understanding of relevant course material, evidence of reading a wide diversity of material and being able to develop and support arguments. Very good writing skills, well-organized, accurate footnotes and/or a bibliography, and evidence of critical engagement with the objects, issues or topics being analysed.
B	83-86	
B-	80-82	
C+	77-79	C+ and C range is indicative of GOOD or SATISFACTORY. Work of this quality will show clear knowledge and understanding of relevant course material. It will focus on the essay title or question posed and shows evidence that relevant basic works of reference have been read and understood. Sound essay writing and/or analytical skills, well-structured and coherently presented, satisfactory use of footnotes and/or a bibliography.
C	73-76	
C-	70-72	C- will be considered a PASS. Work will show limited knowledge and understanding of relevant course material, essay or answer may be weakly structured and covers only a limited range of the relevant material, or have a weakly developed or incomplete argument. Weak essay writing skills, poorly presented without properly laid out footnotes and/or a bibliography.
D+	67-69	Conditional Pass, or unsatisfactory: The work is below or, for D+, approaching the required standard. The work might be too short, or poorly organized, showing a limited knowledge or understanding of the relevant course material, and weak writing and/or analytical skills. The argument remains unclear, may have very weak spelling and grammar and/or inadequate references and/or bibliography.
D	60-66	
F	below 60	Fail: The work is below the standard expected, either because it is far too short, badly put together, and/or fails to address the essay question. Little evidence of knowledge or understanding of the relevant course material, very weak writing and/or analytical skills.

**PLEASE NOTE:** I will consider rounding up in the case of borderline of grades ONLY IF: 1) you have attended the zoom classes regularly and made efforts to participate and 2) you have completed ALL of the required work.

### Attendance Policy

Based on the university's attendance policy, I have the right for a student who misses more than the equivalent of three weeks of class sessions during the semester for any reason to assign a reduced grade for the course — including the grade of “F” — solely on the basis of inadequate attendance, regardless of the excuse.

If you have excessive absences before the deadline to drop a course, you will need to meet with me to discuss whether you should continue in the course and what sanctions will be taken if you decide to remain after the drop deadline. In most situations, if the student chooses to remain in the course after the drop period, they will be treated, in terms of attendance and participation, as students who miss fewer than three weeks of class sessions. Students who miss fewer than three weeks of class sessions may not be penalized on the grounds of attendance alone (but on participation, see above). Students are personally responsible for making up any academic tasks and assignments missed due to their absence.

**IMPORTANT: Since this course only meets once a week, missing 3 sessions is equivalent of three weeks of class (i.e. missing a fourth session means I can fail you on attendance alone).** However, given that we are still in the midst of a global pandemic, I will offer options to make up for missed participation due to being absent from a synchronous session. **In order to make up for missed participation due to an absence you must: 1. provide me a valid excuse such as the ones listed below or other extenuating circumstances and 2. YOU have to request that you would like to make up the missed participation with an alternative assignment. In other words, an excused absence does not give you a free pass. You must make up the missed participation if you do not want to be penalized.** If you are absent without explanation then you will be penalized on participation as explained earlier in the syllabus and **if you have 4 unexcused absences, I will penalize your grade, including the option of failing, on the basis of those absences alone as explained in the previous paragraph.**

The official policy on medical and family emergency excuses is that they are only valid if documented and approved by an authorized medical officer and certified by an AUC officer designated by the AUC clinic director and if the student has informed the instructor within a period of seven working days. Students must take their medical documentation to the AUC clinic and then the AUC clinic will send the excuse to the Dean of Students who will then inform the professor by email that the student's absence was due to medical reasons without the details or the diagnosis in order to protect the student's privacy. This process does not always go smoothly so please confirm with me that I have received your medical/family emergency excuse especially if you need to make up an exam or need a deadline extended. If I do receive an email notification from the Dean of Studies, I will try to remember to email you confirming receipt. If I do not email you, please assume I have not received email confirmation of your medical/family emergency excuse so please follow up with me and the Dean of Students Office.

Finally, extra-curricular activity excuses are only valid if signed by a university officer designated by the Dean of Students and **if the student has informed the instructor in advance of the absences** in question. If I do receive an email notification from the Dean of Studies, I will try to remember to email you confirming receipt. If I do not email you, please assume I have not received email confirmation of your excuse so please follow up with me and the Dean of Students Office.

### **Academic Integrity Policy**

Students are expected to commit to the principles of academic integrity. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet or other sources without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc... Plagiarism on the take home exams, term paper, and/or critical memos may result in a zero grade for the assignment in question. Further action, according to university regulations, may also be implemented. The University's statement on academic integrity, from which the above statement is drawn, is available at <http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com or SafeAssign™ for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. By submitting your papers to SafeAssign™, you agree: (1) that you are submitting your paper to be used and stored as part of the SafeAssign™ services in accordance with the [Blackboard Privacy Policy](#); (2) that your institution may use your paper in accordance with your institution's policies; and (3) that your use of SafeAssign will be without recourse against Blackboard Inc. and its affiliates.

## **Student Resources**

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### **University Writing Center:**

Provides a place where all University students are welcome to receive consultations on their writing from trained writing consultants. The AUC serves online students. To reserve an appointment at the writing center please click [here](#) (you will be prompted to enter AUC email address and password). For more information please [click here](#).

### **Office of Disabilities Services:**

If you have a documented disability and want to request accommodations at any time during the semester, please contact Student Disability Services at [sds@aucegypt.edu](mailto:sds@aucegypt.edu). Please note that instructors cannot ask you to share information with them. You must do it voluntarily. Instructors are also not obliged to accept accommodation letters *after the fact*, meaning that for a student to receive accommodations related to scheduling, location, or timed assignments, **the accommodation letter should be presented to the instructor at the beginning of the semester, in advance of any assignment or exam**. Documentation of the disability must be provided to Student Disability Services in order to receive the accommodation letter. AUC complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973 and offers numerous facilities available to help you with your educational endeavors. More information can be found [here](#).

## Online Course Requirements

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### **Academic Freedom and Intellectual Interaction**

In this course we may deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will NOT be penalized for disagreeing with other students or the instructor, but your perspective must be based on evidence from course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights). Please listen carefully to your classmates and respect other viewpoints. Every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. Intellectual interaction and a healthy academic environment necessitate that we address and refer to each other with utmost politeness, cordiality, and an appropriate tone of speech. In addition, varied points of view must be expressed in a manner that is sensitive to differences in ability, class, ethnicity, lifestyle, race, religion, or sex, and should not be expressed so as to be perceived as a personal attack. Thus, engaging in derogatory statements, hate speech, interruptions, heckling, or in belittling ideas with which one disagrees will not be tolerated. In short, respect for others' differences is the one of the most important prerequisites for enrollment in this course.

### **Netiquette Guidelines:**

Communication is very important in this online course. In order to maintain a positive online environment for our class, we all need to follow the netiquette guidelines summarized below.

All students are expected to:

1. Show respect for the instructors and for other students in the class.
2. Express differences of opinion in a polite and rational way.
3. Maintain an environment of constructive criticism when commenting on the work of other students.
4. Stay on topic when involved in group discussions or other collaborative activities.
5. Use sentence case in messages. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
7. Use good grammar and spelling, and avoid using text messaging shortcuts.

### **Information and Technology Literacy:**

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#### **Off-Campus library access:**

When you access one of our libraries' subscription databases from off-campus, you will be directed to a "proxy-screen" which asks you for a username/password to identify you as an AUC Community member. Once you enter your AUC username and password (details below) you will be directed to the database.



**Student technical support and assistants:**

- **Blackboard** hotline: 0122.900.5544 or [blackboard@aucegypt.edu](mailto:blackboard@aucegypt.edu)  
Or submit a ticket on <http://itsupport.aucegypt.edu/>
- **Zoom**: [support@aucegypt.edu](mailto:support@aucegypt.edu) or [zoom.support@aucegypt.edu](mailto:zoom.support@aucegypt.edu)

**Technology requirements:**

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser. Students can access Blackboard and Zoom anywhere Internet access is available. There are some guidelines to follow that will make the learning experience much more productive.

Below are some recommendations:

- Firefox Web or Google Chrome browser are the browsers that work best with Blackboard.
- If wireless connectivity problems are encountered, it is best to switch to a hardwired connection.
- In addition to Blackboard and Zoom, we will be using in this course Shared Google Documents to facilitate in class discussions and Piazza.com for informal communication (more information will be provided on Blackboard).

## Tentative Course Calendar

(any changes will be included in the weekly announcement of upcoming activities)

Week 1: Session 1 Wed. Sept. 9 (Last day of drop/add)	Pre-session	During the session	Post-session
<b>Course Introduction</b>	<b>Read:</b> Welcome Message and Course Syllabus	<b>Synchronous class on Zoom:</b> Ice breaker activities Overview and Expectations Answer questions about syllabus and course plan Discuss additional course themes that students would like to cover	<b>Start Reading:</b> West, Candace and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender &amp; Society</i> 1 (2): 125-151.  Charrad, Mounira M. 2011. "Gender in the Middle East: State, Islam, Agency." <i>Annual Review of Sociology</i> 37: 417-37.  Connell, R. W and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender &amp; Society</i> 19 (6): 829-859.

Week 2: Session 2  
Wed. Sept. 16

**Gender:  
Femininities and  
Masculinities**

**Finish Reading:**

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1 (2): 125-151.

Charrad, Mounira M. 2011. "Gender in the Middle East: State, Islam, Agency." *Annual Review of Sociology* 37: 417-37.

Connell, R. W and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society* 19 (6): 829-859.

**Synchronous class on Zoom:**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom breakout rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due by 11:59 p.m. to Blackboard**

**Start Reading:**

Foucault, Michel. 1984. [1978]. Selections from *The History of Sexuality, Volume 1: An Introduction*. Pp. 292-329 in *The Foucault Reader*, edited by Paul Rabinow. New York, NY: Pantheon Books.

Ryan, J. Michael. (forthcoming in 2020). "Queer Theory," in *The Wiley Companion to Sexuality Studies*, Nancy Naples (ed.). London: Wiley-Blackwell.

El Feki, Shereen. 2014. Chapter 6 from *Sex and the Citadel: Intimate Life in a Changing Arab World*. London: Vintage Books.

Week 3: Session 3  
Wed. Sept. 23

**Disciplining  
Sexuality and  
Defying Discipline**

**Watch/Read:**  
Summary of last  
week's readings

**Finish Reading:**  
Foucault, Michel.  
1984. [1978].  
Selections from *The  
History of Sexuality,  
Volume 1: An  
Introduction*. Pp. 292-  
329 in *The Foucault  
Reader*, edited by Paul  
Rabinow. New York,  
NY: Pantheon Books.

Ryan, J. Michael.  
(forthcoming in 2020).  
"Queer Theory," in *The  
Wiley Companion to  
Sexuality Studies*,  
Nancy Naples (ed.).  
London: Wiley-  
Blackwell.

El Feki, Shereen.  
2014. Chapter 6 from  
*Sex and the Citadel:  
Intimate Life in a  
Changing Arab World*.  
London: Vintage  
Books.

**Synchronous class on  
Zoom:**

Discussion Leaders give  
very brief summaries of  
the readings mentioning  
main themes.

Class will be broken into  
groups using Zoom break  
out rooms to discuss  
questions prepared by  
the Discussion Leaders.  
Shared Google  
documents will be used  
to summarize group's  
discussion.

Class will come back  
together to share ideas  
across groups and  
conclusions.

**Critical Memo due by  
11:59 p.m. to  
Blackboard**

**Start Reading:**  
Enloe, Cynthia. 2004.  
"Introduction: Being  
Curious about Our  
Lack of Feminist  
Curiosity." Pp. 1-10 in  
*The Curious Feminist:  
Searching for Women  
in a New Age of  
Empire*. Berkeley, CA:  
University of California  
Press.

Hatem, Mervat. 1987.  
"Class and Patriarchy  
as Competing  
Paradigms for the  
Study of Middle  
Eastern Women."  
*Comparative Studies in  
Society and History* 29  
(4): 811-818.

Kandiyoti, Deniz. 1988.  
"Bargaining with  
Patriarchy." *Gender  
and Society* 2 (3): 274-  
290.

Joseph, Suad. 1993.  
"Connectivity and  
Patriarchy among  
Urban Working-Class  
Arab Families in  
Lebanon." *Ethos* 21  
(4): 452-484.

Week 4: Session 4  
Wed. Sept. 30

**Does Patriarchy Still Matter?**

**Watch/Read:**  
Summary of last week's readings

**Finish Reading:**  
Enloe, Cynthia. 2004. "Introduction: Being Curious about Our Lack of Feminist Curiosity." Pp. 1-10 in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press.

Hatem, Mervat. 1987. "Class and Patriarchy as Competing Paradigms for the Study of Middle Eastern Women." *Comparative Studies in Society and History* 29 (4): 811-818.

Kandiyoti, Deniz. 1988. "Bargaining with Patriarchy." *Gender and Society* 2 (3): 274-290.

Joseph, Suad. 1993. "Connectivity and Patriarchy among Urban Working-Class Arab Families in Lebanon." *Ethos* 21 (4): 452-484.

**Synchronous class on Zoom:**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom break out rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due by 11:59 p.m. to Blackboard**

**Midterm Exam will be posted to Blackboard.**

**Start Reading:**  
Abdelmonem, Angie. 2020. "Sexual and Gender-Based Violence." Pp. 73-92 in *Gender in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by J. Michael Ryan and Helen Rizzo. Boulder, CO: Lynne Rienner Publishers.

Phadke, Shilpa. 2007. "Dangerous Liaisons: Women and Men: Risk and Reputation in Mumbai." *Economic and Political Weekly*: April 28: 1510-1518.

Guano, Emanuela. 2007. "Respectable Ladies and Uncouth Men: The Performative Politics of Class and Gender in the Public Realm of an Italian City." *Journal of American Folklore* 120 (475): 48-72.

Week 5: Session 5  
Wed. Oct. 7

**Overview of Sexual and Gender Based Violence and Public Space Harassment**

**Watch/Read:**  
Summary of last week's readings

**Finish Reading:**  
Abdelmonem, Angie. 2020. "Sexual and Gender-Based Violence." Pp. 73-92 in *Gender in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by J. Michael Ryan and Helen Rizzo. Boulder, CO: Lynne Rienner Publishers.

Phadke, Shilpa. 2007. "Dangerous Liaisons: Women and Men: Risk and Reputation in Mumbai." *Economic and Political Weekly*: April 28: 1510-1518.

Guano, Emanuela. 2007. "Respectable Ladies and Uncouth Men: The Performative Politics of Class and Gender in the Public Realm of an Italian City." *Journal of American Folklore* 120 (475): 48-72.

**Synchronous class on Zoom:**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom break out rooms to discuss questions prepared by the Discussion. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due on Thursday by 10 a.m. to Blackboard**

**Work on Midterm Exam**

Week 6: Session 6  
Wed. Oct. 14

**MIDTERM EXAM DUE AT 11:59 P.M. TO BLACKBOARD  
NO CLASS MEETING**

<p><b>Watch:</b></p> <p><b>WATCH MOVIE CAIRO 678</b> <a href="https://www.youtube.com/watch?v=cyArQ_ndx0s">https://www.youtube.com/watch?v=cyArQ_ndx0s</a></p>	<p><b>Synchronous class on Zoom:</b></p> <p>Discussion Leaders give very brief summaries of the movie.</p> <p>Class will discuss questions prepared by the Discussion Leaders.</p> <p><b>Optional Critical Memo due on Thursday by 10 a.m. to Blackboard</b></p> <p><b>Topic and type of paper due to Blackboard if doing final paper option.</b></p>	<p><b>Start Reading:</b></p> <p>Zippel, Kathrin. 2004. "Transnational Advocacy Networks and Policy Cycles in the European Union: The Case of Sexual Harassment." <i>Social Politics: International Studies in Gender, State and Society</i> 11 (1): 57-85.</p> <p>Rizzo, Helen, Anne M. Price and Katherine Meyer. 2012. "Anti-Sexual Harassment Campaign in Egypt." <i>Mobilization</i> 17 (4): 457-475.</p> <p>Abdelmonem, Angie and Susana Galan. 2017. "Action-Oriented Responses to Sexual Harassment in Egypt: The Cases of HarassMap and WenDo." <i>Journal of Middle East Women's Studies</i> 13 (1): 154-167.</p> <p>Skalli, Loubna Hanna. 2014. "Young women and social media against sexual harassment in North Africa." <i>The Journal of North African Studies</i> 19 (2): 244-258.</p> <p>Chaban, Stephanie. 2018. "Addressing Violence Against Women Through Legislative Reform in States Transitioning from the Arab Spring." Pp. 113-141 in <i>Gender in Transitional Justice</i>, edited by John Idris Lahai and Khanyisela Moyo. London: Palgrave Macmillan.</p>
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**Activism  
Against  
Sexual  
and  
Gender  
Based  
Violence**

**Finish Reading:**

Zippel, Kathrin. 2004. "Transnational Advocacy Networks and Policy Cycles in the European Union: The Case of Sexual Harassment." *Social Politics: International Studies in Gender, State and Society* 11 (1): 57-85.

Rizzo, Helen, Anne M. Price and Katherine Meyer. 2012. "Anti-Sexual Harassment Campaign in Egypt." *Mobilization* 17 (4): 457-475.

Abdelmonem, Angie and Susana Galan. 2017. "Action-Oriented Responses to Sexual Harassment in Egypt: The Cases of HarassMap and WenDo." *Journal of Middle East Women's Studies* 13 (1): 154-167.

Skalli, Loubna Hanna. 2014. "Young women and social media against sexual harassment in North Africa." *The Journal of North African Studies* 19 (2): 244-258.

Chaban, Stephanie. 2018. "Addressing Violence Against Women Through Legislative Reform in States Transitioning from the Arab Spring." Pp. 113-141 in *Gender in Human Rights and Transitional Justice*, edited by John Idris Lahai and Khanyisela Moyo. London: Palgrave Macmillan.

**Synchronous  
class on  
Zoom:**

Discussion  
Leaders give  
very brief  
summaries of  
the readings  
mentioning  
main themes.

Class will be  
broken into  
groups using  
Zoom break out  
rooms to  
discuss  
questions  
prepared by the  
Discussion  
Leaders.  
Shared Google  
documents will  
be used to  
summarize  
group's  
discussion.

Class will come  
back together to  
share ideas  
across groups  
and  
conclusions.

**Critical Memo  
due on  
Thursday by  
10 a.m. to  
Blackboard**

**Start Reading:**

Ghannam, Farha. 2013. "Gendered Violence Local and National Articulations." **Chapter 4** In *Live and Die Like a Man: Gender Dynamics in Urban Egypt*. Stanford, CA: Stanford University Press.

Rizzo, Helen. 2014. "The Role of Women's Rights Organizations in Promoting Masculine Responsibility: The Anti-Sexual Harassment Campaign in Egypt." *Cairo Papers in Social Science* 33 (1): 102-129.

Tadros, Mariz. 2016. "Challenging Reified Masculinities: Men as Survivors of Politically Motivated Sexual Assault in Egypt," *Journal of Middle East Women's Studies*, 12 (3): 323-342.

Rizzo, Helen. (Forthcoming 2021) "The Role of Gender, Class, and Sexual Violence in Accessing the City: The Case of Cairo." *Cairo Papers in Social Science for special issue on Cairo: A City in Mutation*.

I am quoted in this recent article on how to raise a feminist son in Egyptian Streets: <https://egyptianstreets.com/2020/10/10/to-raise-a-feminist-son-why-and-how/>



**Men, Masculinities, and Sexual and Gender-Based Violence**

**Watch/Read:** Summary of last week's readings

**Finish Reading:**

Ghannam, Farha. 2013. "Gendered Violence Local and National Articulations." **Chapter 4** In *Live and Die Like a Man: Gender Dynamics in Urban Egypt*. Stanford, CA: Stanford University Press.

Rizzo, Helen. 2014. "The Role of Women's Rights Organizations in Promoting Masculine Responsibility: The Anti-Sexual Harassment Campaign in Egypt." *Cairo Papers in Social Science* 33 (1): 102-129.

Tadros, Mariz. 2016. "Challenging Reified Masculinities: Men as Survivors of Politically Motivated Sexual Assault in Egypt," *Journal of Middle East Women's Studies*, 12 (3): 323-342.

Rizzo, Helen. (Forthcoming 2021) "The Role of Gender, Class, and Sexual Violence in Accessing the City: The Case of Cairo." *Cairo Papers in Social Science for special issue on Cairo: A City in Mutation*.

I am quoted in this recent article on how to raise a feminist son in Egyptian Streets:  
<https://egyptianstreets.com/2020/10/10/to-raise-a-feminist-son-why-and-how/>

**Synchronous class on Zoom:**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom break out rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due on Thursday by 10 a.m. to Blackboard**

**Start Reading:**

Ryan, J. Michael. 2020. "Female Circumcision". Pp. 93-111 in *Gender in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by J. Michael Ryan and Helen Rizzo. Boulder, CO: Lynne Rienner Publishers.

Kulczycki, Andrzej and Sarah Windle. 2011. "Honor Killings in the Middle East and North Africa: A Systematic Review of the Literature." *Violence Against Women* 17(11): 1442-1464.

Awwad, Amani M. 2011. "Virginity Control and Gender-Based Violence in Turkey: Social Constructionism of Patriarchy, Masculinity, and Sexual Purity." *International Journal of Humanities and Social Science* 1 (15): 105-110.

Pratt, Nicola. 2007. "The Queen Boat Case in Egypt: Sexuality, National Security and State Sovereignty." *Review of International Studies* 33 (1): 129-144.

**Controlling Sexuality with Sexual and Gender-Based Violence**

**Watch/Read:**  
Summary of last week's readings

**Finish Reading:**

Ryan, J. Michael. 2020. "Female Circumcision". Pp. 93-111 in *Gender in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by J. Michael Ryan and Helen Rizzo. Boulder, CO: Lynne Rienner Publishers.

Kulczycki, Andrzej and Sarah Windle. 2011. "Honor Killings in the Middle East and North Africa: A Systematic Review of the Literature." *Violence Against Women* 17(11): 1442-1464.

Awwad, Amani M. 2011. "Virginity Control and Gender-Based Violence in Turkey: Social Constructionism of Patriarchy, Masculinity, and Sexual Purity." *International Journal of Humanities and Social Science* 1 (15): 105-110.

Pratt, Nicola. 2007. "The Queen Boat Case in Egypt: Sexuality, National Security and State Sovereignty." *Review of International Studies* 33 (1): 129-144.

**Synchronous class on Zoom:**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom break out rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due on Thursday by 10 a.m. to Blackboard**

**Start Reading:**

Enloe, Cynthia. 2004. "All the Men are in Militias, All the Women are Victims." Pp. 99-118 in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press.

Meari, Lena. 2015. "Resignifying 'Sexual' Colonial Power Techniques: The Experiences of Palestinian Women Political Prisoners." Pp. 59-85 in *Rethinking Gender and Resistance: Lessons from the Arab World*, edited by Maha El Said, Lena Meari, and Nicola Pratt. London: Zed Books.

Hafez, Sherine. 2014. "The Revolution shall not pass through Women's Bodies: Egypt, Uprising and Gender Politics." *The Journal of North African Studies* 19 (2): 172-185.

Zakarriya, Jihan. 2019. "Vulnerability, resistance and sexuality in revolutionary Egypt." *Women's Studies International Forum* 77: 1-8.

**Sexual and Gender-Based Violence as Weapons in Conflict, War, and Uprisings**

**Finish Reading:**

Enloe, Cynthia. 2004. "All the Men are in Militias, All the Women are Victims." Pp. 99-118 in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press.

Meari, Lena. 2015. "Resignifying 'Sexual' Colonial Power Techniques: The Experiences of Palestinian Women Political Prisoners." Pp. 59-85 in *Rethinking Gender and Revolutions and Resistance: Lessons from the Arab World*, edited by Maha El Said, Lena Meari, and Nicola Pratt. London: Zed Books.

Hafez, Sherine. 2014. "The Revolution shall not pass through Women's Bodies: Egypt, Uprising and Gender Politics." *The Journal of North African Studies* 19 (2): 172-185.

Zakarriya, Jihan. 2019. "Vulnerability, resistance and sexuality in revolutionary Egypt." *Women's Studies International Forum* 77: 1-8.

**Synchronous class on Zoom:**

**Guest speaker: Dr. Jillian Campana, Professor of Theater will be speaking on a series of plays about sexual harassment that will be performed next semester with student involvement in writing the plays and as actors.**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom break out rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due on Thursday by 10 a.m. to Blackboard**

**A two-page abstract, outline, and annotated bibliography will be due to Blackboard on Thursday by 10 a.m. if doing the final paper option.**

**Start Reading:**

Boy, Angie and Andrzej Kulczycki. 2008. "What We Know About Intimate Partner Violence in the Middle East and North Africa." *Violence Against Women* 14 (1): 53-70.

Elliott, Katja Žvan. 2020. "'IT'S TOO MUCH!': VICTIMS OF GENDER-BASED VIOLENCE ENCOUNTER THE MOROCCAN STATE." *International Journal of Middle East Studies* 52: 49-66

Yount, Kathryn M. 2011. "Women's Conformity as Resistance to Intimate Partner Violence in Assiut, Egypt." *Sex Roles* 64: 43-58.

Week 12 Session 12  
Wed. Nov. 25 (deadline to drop a course)

**Domestic and Intimate Partner Violence in the Middle East and North Africa**

**Finish Reading:**

Boy, Angie and Andrzej Kulczycki. 2008. "What We Know About Intimate Partner Violence in the Middle East and North Africa." *Violence Against Women* 14 (1): 53-70.

Elliott, Katja Žvan. 2020. "'IT'S TOO MUCH!': VICTIMS OF GENDER-BASED VIOLENCE ENCOUNTER THE MOROCCAN STATE." *International Journal of Middle East Studies* 52: 49-66

Yount, Kathryn M. 2011. "Women's Conformity as Resistance to Intimate Partner Violence in Assiut, Egypt." *Sex Roles* 64: 43-58.

**Synchronous class on Zoom:**

Discussion Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom breakout rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due on Thursday by 10 a.m. to Blackboard**

**Start Reading:**

McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. 2012. "Sexual Harassment, Workplace Authority, and the Paradox of Power." *American Sociological Review* 77(4): 625-647.

JONES, TRINA AND EMMA E. WADE. 2020. "Me Too? Race, Gender, and Ending Workplace Sexual Harassment." *Duke Journal of Gender Law & Policy* 27 (203): 203-225.

**Workplace Harassment**

**Watch/Read:**  
Summary of last week's readings

**Finish Reading:**

McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. 2012. "Sexual Harassment, Workplace Authority, and the Paradox of Power." *American Sociological Review* 77(4): 625–647.

JONES, TRINA AND EMMA E. WADE. 2020. "Me Too? Race, Gender, and Ending Workplace Sexual Harassment." *Duke Journal of Gender Law & Policy* 27 (203): 203-225.

**Synchronous class on Zoom:**

Discussion  
Leaders give very brief summaries of the readings mentioning main themes.

Class will be broken into groups using Zoom breakout rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.

Class will come back together to share ideas across groups and conclusions.

**Critical Memo due on Thursday by 10 a.m. to Blackboard**

**Start Reading:**

El Feki, Shereen. 2014. Chapter 4: Facts of Life from *Sex and the Citadel: Intimate Life in a Changing Arab World*. London: Vintage Books.

Williams, Christine L., Patti A. Giuffre, and Kirsten Dellinger. 1999. "SEXUALITY IN THE WORKPLACE: Organizational Control, Sexual Harassment, and the Pursuit of Pleasure." *Annual Review of Sociology* 25: 73-93.

Case Study for discussion:

Way, Katie. 2018. "I went on a date with Aziz Ansari. It turned into the worst night of my life." *babe*

<https://babe.net/2018/01/13/aziz-ansari-28355>

Week 14: Session 14  
Wed. Dec. 9

<b>Sex Education and Consent</b>	<b>Watch/Read:</b> Summary of last week's readings  <b>Finish Reading:</b>  El Feki, Shereen. 2014. Chapter 4: Facts of Life from <i>Sex and the Citadel: Intimate Life in a Changing Arab World</i> . London: Vintage Books.  Williams, Christine L., Patti A. Giuffre, and Kirsten Dellinger. 1999. "SEXUALITY IN THE WORKPLACE: Organizational Control, Sexual Harassment, and the Pursuit of Pleasure." <i>Annual Review of Sociology</i> 25: 73-93.  Case Study for discussion:  Way, Katie. 2018. "I went on a date with Aziz Ansari. It turned into the worst night of my life." <i>babe</i>  <a href="https://babe.net/2018/01/13/aziz-ansari-28355">https://babe.net/2018/01/13/aziz-ansari-28355</a>	<b>Synchronous class on Zoom:</b>  Discussion Leaders give very brief summaries of the readings mentioning main themes.  Class will be broken into groups using Zoom break out rooms to discuss questions prepared by the Discussion Leaders. Shared Google documents will be used to summarize group's discussion.  Class will come back together to share ideas across groups and conclusions.  <b>Critical Memo due on Thursday by 10 a.m. to Blackboard</b>	<b>Work on Final Exam/Final Paper</b>
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**FINAL EXAM/FINAL PAPER: TUESDAY DECEMBER 15 BY 11:59 P.M. TO BLACKBOARD**

**GOOD LUCK!**