

Sociology/Anthropology 5220 Gender and Sexuality

Dr. Helen Rizzo

Spring 2020
CP63 Waleed HUSS Building
Sundays 5:00 – 7:25 p.m.
Office Hours: UW 2-3:15 p.m. and by appointment
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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 Description

This is a graduate seminar designed to acquaint students with the sociology/anthropology of gender, sexuality and social change. This course includes attention to the interface between sociology/anthropology and economics, political science and related fields. The approach to gender and sexuality is both cultural, such as dealing with identity formation and maintenance, and social, stressing processes, institutions, and social groups, such as the role of the state, family, and religion. We will also discuss issues that have both cultural and structural implications such as nationalism, citizenship, development, social movements, and revolution. We will begin the course with an overview of the concepts of gender (femininities and masculinities), sexuality, and patriarchy.

Course Objectives

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

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.

Course Requirements

1. *Class Participation and Professionalism.* I will base **10%** of your final grade on class participation and professionalism. 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. The discussion leaders **together must 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).

As part of respectful participation, students will be expected to behave in a **professional manner**. This includes behaving respectfully and not engaging in behaviors that are distracting to the professor or fellow students in the course. Behaviors that are considered disrespectful and/or distracting are: arriving late, leaving and coming back during the class session, leaving class early unless you ask permission before class begins, texting, using a laptop, phone or tablet for non-academic purposes (i.e. updating your Instagram account), sleeping, having private conversations with other students in the class, not turning off mobile phones or any other potentially disruptive devices, etc... I will penalize you for this part of your grade if you engage in such behaviors repeatedly. More specifically, if at the end of the semester your final grade is on the borderline, I will have no reason to justify the higher grade if you have engaged repeatedly in these behaviors. I also reserve the right to take more serious action such as asking you to hand over your mobile phone/device during the class period, asking you to leave the class and/or reporting you to the Academic Integrity Committee for further disciplinary measures (please see point 9).

In terms of **attendance**, I reserve the right for a student who misses more than the equivalent of three weeks of class meetings during a 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, 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.

The current policy on medical excuses advises students who have missed class due to illness/medical reasons to 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 excuse especially if you 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 of the medical excuse. If I do not email you, please assume I have not received email confirmation of your medical excuse so please follow up with me and the Dean of Students Office.

Attendance records will be kept at the beginning of each class to note attendances and absences in order to partially assess participation. Please come to class on time. **I will take attendance 10 minutes into class. If you arrive after attendance has been taken, you will be marked as late and will be penalized one absence for every two times you are late.** I will also penalize you in a similar manner if you leave class early without explanation or you leave class for significant periods of time. There will be one 10 minute break during the class session. Please do not leave during the class session except for the break or an emergency situation. It is distracting. You are expected to attend class because some of the material only comes from class lecture, exercises and discussion. The more you keep up with the readings, the more you will learn in class. This is a seminar class with time devoted to class discussion and participation so attendance is essential. You are expected to pay attention while in class and be respectful of your fellow classmates and myself. If you miss a class, you are responsible for obtaining the notes and announcements from another student. Under no circumstances do I lend out my lecture notes or outlines.

2. *Critical Memos.* For **25%** of your final grade and to further facilitate in-class discussion, you are expected to bring to each session a written comment or critique about 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. Please bring a hard copy to class for your own reference and submit a soft copy to Blackboard by 5 p.m. If you are unable to finish the memo by our meeting time (but please complete the readings and be prepared to discuss them), you must submit it by 11:59 p.m. that day to Blackboard. You cannot submit a memo for that day's readings after 11:59 p.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?

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 **Monday March 16**. Please submit a soft copy to Blackboard by 11:59 p.m. on that day.

4. *Term Paper.* You will be required to write a 15-20-page paper (typed and doubled spaced) discussing a specific topic in the sociology/anthropology of gender and/or sexualities. You will submit your paper topic and type of project you are doing in class on **Feb. 16**. A two-page abstract, outline and annotated bibliography for your paper are due **April 5 (which is 5% of the final grade)**. The final paper, **30% of your final grade**, is due **Saturday May 16 to Blackboard by 11:59 p.m.** More details will be given as the semester progresses.

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 11:59 p.m. of the day of the class session when the readings were discussed.

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

7. *Appearance of written work.* All written work must be typed, double-spaced, with 1-inch 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.

8. *Students needing accommodation.* If you have a documented disability and want to request special accommodations at any time during the semester, please contact Student Disability Services at extension 3918 or 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.

9. *Academic integrity and plagiarism.* 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 for assignments and/or reports may result in a zero grade for the assignment and/or the report in question. Cheating during an examination may result in a zero grade for this examination. 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.

10. *Food and drink in the classroom.* Soft drinks and snacks are permitted as long as they do not cause class disruption or result in littering. In other words, no chips or other noise-making food are allowed; clean-up afterwards is expected. Needless to say, classrooms are held in smoke-free environment.

11. *Mobile phones and other disruptive equipment.* Please put on silent all mobile phones or any other potentially disruptive equipment. Please do not make or receive phone calls unless there is an emergency situation and please leave the classroom to do so. **If I catch you looking at your phone, sending texts, etc... for non-class purposes, I will take it away from you for the rest of the class period. If I catch you using your laptop for any other purpose than taking notes or looking up something for class, I will ask you to put it away for the rest of the class period. Please do not work for your other classes when you are in my class.**

12. *Academic freedom and intellectual interaction.* In this course we will 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.

<u>Grading scale:</u>	93-100	A	83-86	B	70-76	C
	90-92	A-	80-82	B-	Below 70	F
	87-89	B+	77-79	C+		

PLEASE NOTE: I will consider rounding up in the case of borderline of grades ONLY IF: 1) you have attended class regularly and made efforts to participate in class, 2) you have completed ALL of the required work, and 3) you have behaved in a professional manner throughout the semester.

Tentative Course Outline

**Note--this is only a guide. There may be points over the semester where we may move slightly faster or slower than indicated below. The instructor will inform students of any large deviations from this outline.

<u>Week</u>	<u>Date</u>	<u>Topic/Readings</u>
1	Feb. 2	Course Introduction
2	Feb. 9	Gender: Femininities and Masculinities West, Candace and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender & 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 & Society</i> 19 (6): 829-859. Beasley, Christine. 2008. "Rethinking Hegemonic Masculinity in a Globalizing World." <i>Men and Masculinities</i> 11 (1): 86-103.
3	Feb. 16	Disciplining Sexuality and Defying Discipline Foucault, Michel. 1984. [1978]. Selections from <i>The History of Sexuality, Volume 1: An Introduction</i> . Pp. 292-329 in <i>The Foucault Reader</i> , edited by Paul Rabinow. New York, NY: Pantheon Books. Ryan, J. Michael. (forthcoming in 2020). "Queer Theory," in <i>The Wiley Companion to Sexuality Studies</i> , Nancy Naples (ed.). London: Wiley-Blackwell. El Feki, Shereen. 2014. Chapter 6 from <i>Sex and the Citadel: Intimate Life in a Changing Arab World</i> . London: Vintage Books. Georgis, Dina. 2013. "Thinking Past Pride: Queer Arab Shame in <i>Bareed Mista3jil</i> ." <i>International Journal of Middle East Studies</i> 45 (2): 233-251. <i>Term Paper Topic and Type of Project Due</i> NOURA Gerhart Theatre, AUC New Cairo February 18, 19 and 20 at 7pm
4	Feb. 23	Does Patriarchy Still Matter? Enloe, Cynthia. 2004. "Introduction: Being Curious about Our Lack of Feminist Curiosity." Pp. 1-10 in <i>The Curious Feminist: Searching for Women in a New Age of Empire</i> . Berkeley, CA: University of California Press. Hatem, Mervat. 1987. "Class and Patriarchy as Competing Paradigms for the Study of Middle Eastern Women." <i>Comparative Studies in Society and History</i> 29 (4): 811-818. Kandiyoti, Deniz. 1988. "Bargaining with Patriarchy." <i>Gender and Society</i> 2 (3): 274-290. Joseph, Suad. 1993. "Connectivity and Patriarchy among Urban Working-Class Arab Families in Lebanon." <i>Ethos</i> 21 (4): 452-484. NOURA Falaki Theatre downtown February 25, 26, 27 and 28 at 7pm

5 Mar. 1 **Overview of the Gender and Masculinities Studies Field**

- Rizzo, Helen. 2014. "The State of the Field of Masculinity Studies." *Cairo Papers in Social Science* 33 (1): 1-11.
- Inhorn, Marcia. 2012. "Reconceiving Middle Eastern Manhood." In *The New Arab Man: Emergent Masculinities, Technologies and Islam in the Middle East*. Princeton, NJ: Princeton University Press.
- El Feki, Shereen and Gary Barker. 2020. "Men, Masculinities, and Gender Relations." Pp. 13-30 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.
- Ghannam, Farha. 2013. "Masculinity in Urban Egypt." In *Live and Die Like a Man: Gender Dynamics in Urban Egypt*. Stanford, CA: Stanford University Press.

6 Mar. 8 **Gender and Sexuality in Social Movements**

- Tadros, Mariz. 2016. "Collective Action for Gender Inequality: Revisiting the Theoretical Terrain." Chapter One in *Resistance, Revolt & Gender Justice in Egypt*. Syracuse, NY: Syracuse University Press.
- Moghadam, Valentine, and Elham Gheytauchi. 2010. "Political Opportunities and Strategic Choices: Comparing Feminist Campaigns in Morocco and Iran." *Mobilization* 15(3): 267-88.
- Zaatari, Zeina. (under review). "Sexual Rights Movement(s): Middle East and North Africa." In *Sexualities in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by Helen Rizzo and J. Michael Ryan. Boulder, CO: Lynne Rienner Publishers.
- Ryan, J. Michael. (forthcoming in 2020). "Trans Lives in a Global(izing) World: Rights, identities, and politics," in *Trans Lives in a Global(izing) World: Rights, Identities, and Politics*, J. Michael Ryan (ed.) London: Routledge.

7 Mar. 15 Lecture by Distinguished Visiting Professor Dr. Asef Bayat: "**Navigating between the Regional and Global: An Intellectual Journey**"
Oriental Hall, Tahrir campus, at 6 p.m.

Midterm Exam Due on Monday March 16 by 11:59 p.m. to Blackboard.

No readings assigned for this week.

Dr. Bayat's second lecture is on Thursday March 19 at 1 p.m. Sullivan Lounge, HUSS first floor, New Cairo campus.

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Mar. 22 **Gender and Sexuality in Revolutions and Resistance**

- El Said, Maha, Lena Meari, and Nicola Pratt. 2015. "Rethinking Gender and Revolutions and Resistance." Pp. 1-32 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.
- 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.
- Muhanna, Aitmad. 2015. "Islamic and Secular Women's Activism and Discourses in Post-Uprising Tunisia. Pp. 205-231 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.

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Mar. 29 **Gender and Sexuality Issues in Development Debates**

- Rai, Shirin. 2002. "Gender and Development: Theoretical Perspectives in Context." Pp. 44-83 in *Gender and the Political Economy of Development: From Nationalism to Globalization*. Cambridge: Polity Press.
- Jad, Islah. 2020. "Gender and Development." Pp. 153-172 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.
- Abdelwahed, Inas. (under review). "Sexual and Reproductive Health in the Middle East and North Africa Region." In *Sexualities in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by Helen Rizzo and J. Michael Ryan. Boulder, CO: Lynne Rienner Publishers.
- 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.

- 10 Apr. 5 **Gender, Sexuality, and Religion**
- Zarraugh, Amina. 2020. "Gender and Religion." Pp. 31-50 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.
- El Feki, Shereen. 2014. Chapter 2 from *Sex and the Citadel: Intimate Life in a Changing Arab World*. London: Vintage Books.
- Allouche, Sabila. 2019. "Queering Heterosexual (Intersectarian) Love in Lebanon." *International Journal of Middle East Studies* 51 (4): 547-565.
- Jaspal, Rusi. (under review). "Islam and Homosexuality: Identity, Threat and Sexual Health among Muslim Gay Men." In *Sexualities in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by Helen Rizzo and J. Michael Ryan. Boulder, CO: Lynne Rienner Publishers.

Term Paper Abstract, Outline, and Annotated Bibliography Due

- 11/12 Apr. 12 and 19 **No Class: Spring Break**
- 13 Apr. 26 (9-11 p.m.) **Sexual and Gender-Based Violence**
- 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.
- Rizzo, Helen, Anne M. Price and Katherine Meyer. 2012. "Anti-Sexual Harassment Campaign in Egypt." *Mobilization* 17 (4): 457-475.
- 14 May 3 (9-11 p.m.) **Gender, Sexuality, and Nationalism**
- Puri, Jyoti. 2004. "Nationalisms and Sexualities." Chapter 4 in *Encountering Nationalism*. Malden, MA: Blackwell Publishing.
- Hartal, Gilly and Orna Sasson-Levy. (under review). "Middle Eastern LGBT Westernization? The case of Jerusalem and Tel Aviv." In *Sexualities in the Middle East and North Africa: Contemporary Issues and Challenges*, edited by Helen Rizzo and J. Michael Ryan. Boulder, CO: Lynne Rienner Publishers.
- Enloe, Cynthia. 1990. "Nationalism and Masculinity." Pp. 42-64 in *Bananas, Beaches and Bases*. Berkeley, CA: University of California Press.
- Kandiyoti, Deniz. 1994. "Identity and its Discontents: Women and the Nation." Pp. 376-391 in *Colonial Discourse and Post-Colonial Theory: An Introduction*, edited by Patrick Williams and Laura Chrisman. New York: Columbia University Press.

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May 10
(9-11
p.m.)

Gender, Sexuality, and Citizenship

Flores, Ann Marie, Helen Rizzo and Stephen J. Scanlan. 2002. "Citizenship, Security and Women's Rights: An Update of T.H. Marshall." *Women's Policy Journal of Harvard John F. Kennedy School of Government* 2: 65-81.

Seidman, Gay W. 1999. "Gendered Citizenship: South Africa's Democratic Transition and the Construction of a Gendered State." *Gender & Society* 13: 287-307.

Nanes, Stefanie E. "Gender and Citizenship." Pp. 129-151 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.

Mikdash, Maya. 2013. "Queering Citizenship, Queering Middle East Studies." *International Journal of Middle East Studies* 45 (2): 350-352.

Mikdash, Maya. 2014. "Sex and Sectarianism: The Legal Architecture of Lebanese Citizenship." *Comparative Studies of South Asia, Africa and the Middle East* 34 (2): 279-293.

Final Paper Due: Saturday May 16 to Blackboard by 11:59 p.m. **Good luck!!!**

Some opportunities for learning about course topics beyond the classroom

NOURA a new play by Heather Raffo

Directed by Jillian Campana

Gerhart Theatre, AUC New Cairo February 18, 19 and 20 at 7pm

Falaki Theatre downtown AUC campus February 25, 26, 27 and 28 at 7pm

NOURA STORY: Eight years ago, Chaldean Christian Noura and her family fled their home in Mosul, Iraq. Today, she plans the perfect Christmas dinner to celebrate their new life in New York as American citizens. When the arrival of a young Iraqi refugee stirs up long-buried memories, Noura and her husband Tareq are forced to confront the cost of their choices and retrace the past they left behind. Inspired by the stories and lives of Arab-American women and loosely based on Ibsen's *A Doll's House*, Iraqi-American Heather Raffo's award winning play *NOURA* investigates our definitions of home, culture and love and tells the story of how we try to balance past identities with the present.

PRODUCTION BACKGROUND: *Noura* was developed through a series of workshops with several Middle Eastern communities and the students at the Laboratory for Global Performance and Politics at Georgetown University. Workshop participants looked at Henrik Ibsen's 1897 play *A Doll's House* and offered their own modern adaptations. Their ideas about how to envision a different version of the play, sparked Raffo to write a new take on this classic. Around this same time I co-taught a Theatre/Philosophy course with Dr. Marina Marren here at AUC in which our students studied, then collaboratively adapted, *A Doll's House*. Our version, *Arouset El-Moulid*, was set in present day Cairo and explored modern marriage, Islam and feminism. While we were crafting our play I reached out to Raffo - whose work I had long admired - and asked for a copy of *Noura*. It was still in draft form and had not been published but she graciously sent it to me and I fell in love with the script.

Noura premiered last year at the Shakespeare Theatre Company in Washington D.C. followed by professional productions at Playwrights Horizon in New York and NYU Abu Dhabi, both which featured Raffo in the title role and AUC Theatre alumni Dahlia Azama as Maryam. Subsequent productions at San Diego's Old Globe Theatre and the Guthrie Theatre (which closes February 16) saw AUC alumni Dina El-Aziz as the show's costume designer. AUC is presenting the first academic production of the play.

Two public lectures by SEA Department Distinguished Visiting Professor, Dr. Asef Bayat:

Sunday March 15: Oriental Hall, Tahrir campus, at 6 p.m.

"Navigating between the Regional and Global: An Intellectual Journey"

What impact does a place have on one's intellectual perspective? In this talk, Asef Bayat focuses on his personal experience of living and teaching in Egypt to reflect on the broader issues of 'regional experience' and knowledge production at the global level, Area Studies and social theory.

Thursday March 19: Sullivan Lounge, Waleed/HUSS Building first floor, at 1 p.m.

"Contemporary Global Upheavals: What Do They Mean for Theory?"

There is currently a debate about whether or not there is a Fifth-Generation theories of revolution. Reflecting on the meaning of the contemporary global upheavals, Asef Bayat suggest that we may be indeed on the verge of a new pattern and conceptualization of revolution.

Asef Bayat, the Catherine & Bruce Bastian Professor of Global and Transnational Studies, teaches Sociology and Middle East at the University of Illinois, Urbana-Champaign. Before joining Illinois, he taught at the American University in Cairo for many years, and served as the director of the International Institute for the Study of Islam in the Modern World (ISIM) holding the Chair of Society and Culture of the Modern Middle East at Leiden University, The Netherlands. His research areas range from social movements and social change, to religion and public life, urban space and politics, and contemporary Middle East. His recent books include *Being Young and Muslim: Cultural Politics in the Global South and North* (with Linda Herrera) (Oxford University Press, 2010); *Post-Islamism: The Changing Faces of Political Islam* (Oxford University Press, 2013); *Life as Politics: How Ordinary People Change the Middle East* (Stanford University Press, 2013. 2nd edition), and *Revolution without Revolutionaries: Making Sense of the Arab Spring* (Stanford University Press, 2017).