

CAT 1 Syllabus  
Sixth College, UCSD

Fall 2019  
Lecture: Tuesday/Thursday 2:00-3:20pm  
Location: Center Hall 101 (CENTR)

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Office Hours: Thursday 11-12pm @ The Loft (Price Center)

This syllabus is subject to change and revisions.

## Hidden Bodies- Representations of Muslim Women in History and Media

From *24* to *American Sniper*, representations of Islam broadly and Muslim women specifically have featured prominently in western and American media. Portrayed as mysterious, oppressed and backward, these representations tap into and reinforce Islamophobic sentiments and stereotypes about Muslim women. Hidden Bodies refers to the lack of visible diversity that encompasses identities associated with Muslim women in western media. In this CAT 1, we will examine how histories of colonialism and orientalism have constructed and maintained particular feminine identities, while erasing more diverse representations. We will trace this history from as early as 18<sup>th</sup> century imperial campaigns from Europe to Hollywood films and the current music industry. Considering how misrepresentations can create social and political inequality, we will also look at how the change of representation over time can tokenize a diverse group of people and turn them into a monolith. How do stereotypic representations of identity impact sociological, political and economic policies and sentiments? How are These narratives mobilized for specific political ends?

### **Classroom Policy**

The subject matter of this course is challenging and may make some students uncomfortable. Students who choose to take this class must be patient, respectful, and open minded. This class covers sensitive topics including religion, race, gender, and sexual orientation. If any of these topics make you feel uncomfortable for any reason, please do not hesitate to talk to me personally.

### **Expectations of Instructor:**

- I will be prepared for lectures and know the material
- I will be here on time, with good energy
- I will respond to emails within 24 hours
- I will take your education seriously and act as such

- I will be at office hours every week
- I will schedule an appointment with you if my office hours are not accessible to you.
- I will occasionally curse
- I will be understanding and of situations beyond your control and work with you when it is needed
- I will take earnest feedback about the course seriously, and will solicit critique and feedback at least once before the end of the quarter

### **Expectations of the Students:**

- You will attend lectures on time, with a good attitude
- You will attend section on time, with a good attitude
- You will hold yourself accountable for your actions and education.
- You will do your own work with sincere intentions
- You will reference the syllabus before you send me an email asking me a question that you think would be on the syllabus
- You will treat your fellow classmates, your TAs, and myself with dignity; you will not engage in racist, sexist, classist, ablist, homophobic, transphobic, ethnocentric, fat-shaming, faith-shaming, or otherwise hateful communication. There is a difference between disrespectful/hateful speech and reasonable disagreement.
- You will offer your fellow writers honest and engaged critique
- You will speak respectfully to me or your TA if you have any problems with the assignments or teaching methods; you will give us the chance to correct mistakes or address any miscommunication

## **Course Goals:**

### **Developing Critical Reading and Writing Skills**

- Find and summarize academic arguments
- Use reading and writing for thinking, inquiry, learning, and communicating
- Identify and explicate a text's purpose and argument
- General and Rhetorical Knowledge

### **Gaining General and Rhetorical Knowledge**

- Understand how genres shape reading and writing
- Read critically across several genres and modes including writing and images.
- Identify and use genre conventions ranging from structure and paragraphing to tone and mechanics appropriate to the rhetorical situation
- Control surface features such as syntax, grammar, spelling, and punctuation
- Practice appropriate means of documenting work

## Recognizing Process

- Develop strategies for generating, editing, revising, and proofreading

## Guiding Questions

- What is a text?
- How can literature or imagery be analyzed?
- Why is the same object of study approached differently in different fields?
- How do we make sense of the past and how it impacts contemporary events?

## CAT Policies (For a full description, please go [here](#))

### 1. ASSIGNMENT SUBMISSION

#### A. Due Dates

- The writing process itself is important in developing writing and argumentation skills. An assignment may receive an F if a student does not participate in **every** phase of the development of the project and **meet all deadlines** for preliminary materials (proposals, drafts, etc).
- Failure to submit **any** of the graded course assignments is grounds for failure in the course.
- If a final draft, plus required addenda, is not submitted **in class on the date due**, it will be considered late and *will lose one letter grade for each day or part of a day past due* (A to B, etc.).
- You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

#### B. Turnitin

- Assignments are due in hard copy as well as via turnitin (via TritonEd). Final drafts must be submitted to turnitin **BY MIDNIGHT** on the day they are submitted in class.
- A grade will not be assigned to an assignment until it is submitted to turnitin via TritonEd. Failure to submit an assignment to turnitin via TritonEd is grounds for failure of the assignment.

### 2.. ATTENDANCE

- On-time attendance in lecture and section is required. Regular attendance will be taken in both lecture and section.
- **Please notify your TA** if you must be absent for illness or family emergency.
- You may miss up to three classes in a term without penalty (this includes lecture and section).
- **Missing more than three class sessions, either lectures or sections, will result in deducting 1/3 of a letter grade off your final course grade (i.e. an A- would become a B+). Missing 8 or more classes is grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.**

### 3. TECHNOLOGY

- The use of laptops and tablets is permissible so long that they are used for note taking or purposes related to this course. Technology is permissible so long that it does not get in the way of lecture participation.
- If lecture participation is effected by technology, the use of laptops, tablets and other electronic technology will be revoked in lecture. If students violate this policy in effect, they can be marked absent for that class.

#### **4. CLASS PARTICIPATION**

- Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities.

#### **A. CAT GRADING CRITERIA – PARTICIPATION**

- Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade.

##### **A – Excellent**

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

##### **B – Good**

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

##### **C – Satisfactory**

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

##### **D – Unsatisfactory**

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

## **F—Failing**

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

## **5. ACADEMIC INTEGRITY**

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://academicintegrity.ucsd.edu>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. **If you plagiarize on an assignment/in a class, you will receive a 0 on the assignment and will be reported to the AI office.**

## **Course Readings**

## **Assignments and Grade Break Down**

### **Assignment #1: Orientalism in Contemporary Media: 25%**

Due Dates: First Draft 10/10 in lecture

Final draft due 10/24 in lecture

Requirements: 3 pages double spaced (750-900 words)

Proper citation & a works cited page

This assignment asks you to watch and analyze one of the following music videos: “Bodak Yellow” by Cardi B or Mona Haydars “Barbarians.” While both clearly use middle east/Islamic aesthetics, your analysis will explore in what ways those aesthetic elements are used rhetorically. Your essay should consider the following questions: What argument does the video make about (Muslim/Middle Eastern) women? How does it make this argument? How does this argument compare to your own understanding of orientalism? Develop a central idea or thesis and examine at least one specific example from the video. Please refer to one of the following to support your claims: Edward Said’s interview, the first chapter to Said’s book “Orientalism,” Lala Essaydis’s artist statement.

### **Assignment #2 Hyper-Material Analyzation: 25%**

Due Dates: First Draft 11/14 in lecture

Final draft: 12/6 in lecture

Requirements: 3 pages double spaced (750-900 words)

Proper citation and works cited page

The veil has often stood alone as the representational image of Muslim women. Yet, as we have seen throughout this course, the practice of covering, and thus the physical veil, is dense with meaning and cultural history. For this assignment, write an analysis of the veil that synthesizes the ideas of “Women and Gender in Islam” and “The Public Hijabi Syndrome”. Your essay should develop a controlling idea/thesis that makes a claim about the material and symbolism of the veil, especially as it is used to misrepresent Muslim women. It should also identify various points and interpretations of the material and the practice of covering. Your essay should consider these following questions: In what ways has the veil been used to symbolize Muslim women and how they are seen in society? How has the symbolization of the veil effected how Muslim women are treated in the past and in current times? Use both Ahmed’s and Amani’s ideas to support your specific analysis.

**Final Assignment: 20%**

**Due: Finals Week**

Accompanying this essay, you will do a photo project of a material or object that is important in your personal life, that is dense with meaning and complexities but is misunderstood and simplified as it is a material. Supply a one page artist statement elaborating on your choice of material and presentation.

**Summary and Analysis Assignments: 20%**

S & A #1 Chapter 2 of “Women and Gender in Islam”

S & A #2 Chapter 8 of “Women and Gender in Islam”

S & A #3 “The Public Hijabi Syndrome”

**Participation: 10%**

Section participation is 5%

Lecture participation is 5%

## **Calendar: Schedule of Readings & Assignments**

**Week 0: Howdy**

Thursday (9/26) Introductions to Course

Homework: Read Chapter 1 of "Orientalism" by Edward Said

### **Week 1: Orientalism--Introductions**

Tues (10/1): Discussion of "Orientalism" ch. 1

Images- Lawrence of Arabia, 1800's French Painting

Thursday (10/3) Clips: -

Indiana Jones, The Mummy & Aladdin

**Assignment introduction: Orientalism in Modern Media.**

### **Week 2 – Women & Gender in Islam--Foundations**

Tuesday(10/8)- The "Odalisque" and Feminine Representation

Analyze- Classic Odalisque's

Read: Lala Essayedi's Artist statement (in lecture)

TSIS chapter 1 (pgs 19-29) for section

Thursday (10/10)-

**First Draft of Orientalism in Modern Media Due in Lecture**

Analyze- Chapter 1 of Women and Gender In Islam

**Homework: Read chapter 2 of "Women and Gender in Islam" By Leila Ahmed**

**Summarize and Analyze #1 Write a 350 word summary of chapter 2 (one page Double spaced). What is the main argument? Use TSIS as your guide to outside the main argument.**

### **Week 3 Ancient Roles and Predicaments**

Tuesday (10/ 15) Women in the in the Pre-Islamic era to Islam in the 7<sup>th</sup> century.

Analyzing – Chapter 3&4

**Homework, read chap.5 of W&GI**

**S&A Homework Due in Lecture hard copy**

NO lecture THURSDAY (10/17)

### **Week 4 Abbasid era to Colonization and Feminist Movements**

Tuesday (10/22) Discuss: Chapter 5 & 6

Clips: Scenes from the Doves Lost Necklace.

Thursday (10/24) Discuss chapter 7

TSIS-chapter 18

**Final Draft of “Orientalism in Modern Media” due BEFORE LECTURE (1:59PM)**

**Homework: Reach Chapter 8. S&A #2 Summarize and analyze chapter 8. What is the Main argument and how is rhetoric used to aid the authors argument? Quote Ahmed in the text to support this. 350-500 words**

**Week 5: The Veil (Muslim Women Perspectives)**

Tuesday (10/29) – The Veil and Identity.

Discuss Chapter 8

Watch and Discuss -Mona Haydar wrap my hijab.

Homework: TSIS Chapter 4

**Assignment Introduction #2: Hyper-material Essay**

**S&A Homework Due in Lecture hard copy**

Thursday (10/31) The Veil as Hyper- material

Mona El Tahawey- White flag Black Veil

Images and clips: Baseera Khan “Iamuslima”, Hwages music video

**Week 6 Tokenization/the Veil as Narrated by the West**

Tuesday(11/5): Muslim Women as Icon

Writing activity

Clips- Sex in the City and other cinema

**Homework: Summary and Analysis #3: Read “The Public Hijabi Syndrome” and write a 350-500 word response. Your response should summarize the main argument. Analyze the rhetoric used-- How is it in service of that argument? What is your opinion of the overall argument?**

Thursday (11/7): Recognizing patterns

Clips: Girls like you Music Video

Discuss: Public Hijabi Syndrome

**Homework Read: Chapter 4 of “Muslim Cool”**

**S&A Homework Due in Lecture hard copy**

**Week 7 Race and Diversity**

Tuesday (11/12)-Muslim identity in America

Discuss “Muslim Cool”



Thursday (11/14)- Global Islamic issues.  
Discuss policy in Global Government  
Homework: Read "Gays who Cannot Properly be Gay"  
**First Draft Due: Hyper-Material in Lecture**

### **Week 8 Queer Muslim Visibility**

Tuesday(11/19)- Queer history and roots in Medieval Islamic Literature.  
Discuss: Crossing Borders  
TSIS Chapter 5: "And Yet: Distinguishing What You Say from What They Say" (pp.68-77)

### **Introduction to Final Assignment: Photo Essay**

Thursday(11/22)- Tuesday: Queer Muslim Visibility continued  
Discuss: Samra Habib  
Clips: -mashrou' al lila

### **Week 9 Seeing and Hearing: Highlighting Current Movements**

Tuesday (11/26):Mona el Tahawy

Blair Imani

TSIS: Chapter 7: "So What? Who Cares?: Saying Why It Matters" (pp.92-101)

No class Thursday:

### **Week 10 Wrapping it Up & Contemporary Visibility**

Tuesday (12/3): Making connections: summarizing  
Thursday(12/5): Looking ahead: Keeping an eye out for Stereotypes.

TSIS Chapter 8: "As a Result: Connecting the Parts" (pp. 105-120)

Final draft of Hyper-material essay due.

### **Finals week: Photo Essay Due On Triton Ed**