

## REL/MES/SAS.200

### ONLINE ASYNCHRONOUS NON-RESIDENCY CLASS (O1)

#### Beyond the Veil

This class is “taught asynchronously, with students and instructors physically separated, and delivered/accessed online, primarily without scheduled class sessions or real-time interaction” (registrar.syr.edu). Therefore it requires stable internet connection and familiarity with Blackboard tools.

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“I am not oppressed”, writes Lalla Alawa, a veiled Muslim-American woman. On the other hand, “In my life”, says Nushin Arbabzadah, an Afghani woman who had to flee from her country, “headscarves have been symbols of oppression, not solidarity.” Although these two particular discussions about the veil and oppression of Muslim women come from opinion articles in the New York Times<sup>1</sup> and in the Huffington Post<sup>2</sup> written respectively in 2016 and in 2013, the questions “Are Muslim women oppressed? Is the veil the symbol of their oppression?” have a much older history dating back at least to 19<sup>th</sup> century. In this class we will critically trace the history that has produced the discourse of Muslim women’s oppression, analyze its assumptions (i.e. that ‘Muslim women’ across different times and cultures exist as one monolithic and ahistorical group), and explore the complexity of the veil by focusing on experiences of Muslim women in particular time and spaces. We will read/watch how the veil may carry very different - sometimes contradictory- meanings for Muslim women situated in very different particular historical, social, political, cultural, economic contexts.

#### Learning Outcomes

At the end of the course, students will

- attain a strong understanding of
  - cultural diversity of Islam as well as of roles of specific social, political, economical and legal contexts in shaping the lives of Muslim women
  - some of the important theoretical, theological and interdisciplinary discussions on Islam, the Qur’an, the Hadith, the veil and gender
- advance their critical and analytical skills by reading and understanding complexities of studying Islam and gender as part of particular social, economic and political contexts
- develop media literacy by recognizing orientalism, racism, xenophobia, Islamophobia and by analyzing stereotypical representations of Muslim women in media and popular culture.

<sup>1</sup> [http://www.huffingtonpost.com/laila-alawa/i-am-not-oppressed\\_b\\_3052001.html](http://www.huffingtonpost.com/laila-alawa/i-am-not-oppressed_b_3052001.html)

<sup>2</sup> <https://www.nytimes.com/roomfordebate/2016/01/06/do-non-muslims-help-or-hurt-women-by-wearing-hijabs/in-my-life-headscarves-have-been-symbols-of-oppression-not-solidarity>

## Office Hours

By appointment. You can always email me about your questions about the course. For those on campus we can schedule a time to meet in HL 514. If you are not on campus, we can schedule a time to meet online in real time through *Blackboard Collaborate Ultra*, a web conferencing tool that allows us to communicate online in real time –like Skype.

To access *Blackboard Collaborate Ultra*, go to our course page on Blackboard (Bb) (MES/REL/SAS.200.Merged.FALL17.Beyond the Veil) → Tools → *Blackboard Collaborate Ultra*. Upon your request for an online meeting we will schedule a time and I will create a Session titled “Virtual Office Hours” where you can join.

## Required Text

Amer, Sahar. *What is Veiling?* North Carolina, University of North Carolina Press, 2014.

This book is available as an e-book through the Syracuse University Libraries.

All other course materials will be available on Blackboard. Make sure to click on the **merged** module of the course on Bb: “MES/REL/SAS.200.Merged.FALL17.Beyond the Veil”.

The book *I Speak for Myself: American Women on Being Muslim* (ISBN: 9781935952008) is recommended.

Except for the media piece, students may not use any outside source for the assignments.

## ASSIGNMENTS

Your grade will be based on:	1) <b>Ten Responses</b>	67 points
	2) <b>Three Quizzes</b>	8 points
	3) <b>Media Analysis</b>	15 points
	4) <b>Revised &amp; Extended Media Analysis</b>	10 points
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	Total: points	100

This course does not have a final exam.

You can track the grades of your work on Bb Grade Center.

All assignments are to be uploaded to their modules under ‘Assignments’ on Bb. (for example, to upload your Response #1, go to ‘Assignments’ → “Response #1” and upload it to that module.)

Do not email them. I will not accept them through email.

If you submit your work within the 24 hours after the due date, I will accept it but will mark it down (i.e. if the work earns 100% of the points, it will receive 80% of the points).

I will send out an email to class once I have commented on the submitted assignments and assessed them. You can access the commented paper through Bb and see the comments. I have uploaded a document that explains how to see the comments on a paper on Bb under ‘Supplementary Material’.

I will not accept any work after that 24-hour time limit except in cases of documented emergencies. The student is to contact the instructor and provide documentation in the following 5 business days of missed assignment. Excuses for not submitting an assignment on time for medical reasons will be given only if such excuses are advised by a health care provider at the Health Center, based on clinical findings and prescribed treatment recommendations. Excused

notes will not be given solely to confirm a visit to the Health Center. For complete details on excuse notes, visit: <http://health.syr.edu/faqs/index.html>

### 1) Responses (67 points in total)

You have the option to write 10 responses. Out of these 10, only the 7 responses with highest grades will count towards your final grade. Everyone is required to submit the 1st and 2nd responses. Starting from the 3rd response on, you can choose to skip up to 3 responses. Or, you can write 8, 9 or all of the responses to help improve the grades of your previous responses. The feedback you will receive on the required responses will help you see how I evaluate and assess the assignments and that will help you improve your work for the next assignments.

Response #1(required): 7 points

Response #2 (required): 10 points

Response #3, #4, #5, #6, #7, #8, #9 and #10: 10 points each

Typically I will upload **Response question/s on Mondays** indicated on the syllabus. Responses will be **due Fridays** (11:59pm Eastern Time Zone). Each response is to be 700 words (+/- 70 words) [which amounts to 1 and a half to two pages], in double space with Times New Roman font. Response question/s may ask for a summary of the main argument of the text, for an explanation of a specific aspect of the text, or they may also ask students to explore it in a critical way. That is, you may be asked to offer your own critique of the text, and support it with relevant and concise textual evidence. Spending some time reflecting on the readings, and taking notes are the safest strategies to make your work compelling. Try to recognize what jumps out at you from the text, or what sticks with you, and think about why. If no such thing happens with one particular text, then reread the text and think about the points it makes. Your work always needs to be grounded in the course readings and it needs to refer to specific passages in the readings.

### 2) Quizzes (8 points in total)

There will be 3 quizzes which you will complete through the Bb. The weeks in which there will be quizzes are designated on the Schedule. In those weeks the quiz will become available at noon on Monday. You can take the quiz at any time you choose until Friday midnight. You will have a set time limit (i.e. 5 minutes, 10 minutes etc.) to complete the quiz, though. After the deadline Bb will not allow access to the quiz. Questions will come from that week's reading material (i.e. if there is a quiz in Week X, then the quiz questions will come from Week X's readings). The quiz may include several true/false or multiple choice questions.

### 3) Media Analysis (15 points in total)

Your main assignment for this course will be to produce a media analysis focusing on the veil and Muslim women. For this assignment you need to find a media piece about Muslim women and the veil, and analyze how that media piece represent Muslim women and the veil by using at least four of the readings from Week 1 to Week 7, including the readings assigned for the Week 7. When you make a reference to an article, you have to provide in parenthesis the surname of the author and also the page number at the end of the sentence in which you make the reference.

For more information and examples on citation, please check Bb→ Supplementary Material→On Citation.

The media piece may be an ad on a newspaper, on TV or an online ad; a music video, a news/newspaper or magazine article, a sequence from a movie, the cover of a book or a magazine, a paragraph from a novel or a short story; a stanza of a poem. This analysis will be revised and expanded, and it will turn into the final project that you will submit at the end of the semester.

### **Step #1: The Outline (8 points):**

The first step of this assignment comprises of:

- providing the main source material that you have chosen to be the main subject of the analysis;
  - For example, if you have chosen a news article as the subject of your analysis, then you will submit that article. If it is an online article, copy-paste the URL link. If it is a part from a novel, make a copy of the cover page, the copyright page of the book and the part which you chose as your main material. You need to submit your chosen media piece to me so that I know what your work will be based on.
- providing a short explanation (250 words) why you chose this piece, and how it relates to our course material;
- listing the four articles that you have chosen (from among the readings of Week 1 through Week 7, to unpack this material;
- writing a few sentences about what each article is about and how it helps you when analyzing your media piece. For example:
  1. 'Lila Abu-Lughod. "Do Muslim Women Really Need Saving?": The article underlines that we need "a serious appreciation of differences among women in the world-as products of different histories" (783). The news article I chose uses the phrase 'Muslim women' without providing any specific information about who these Muslim women are; it represents them as an ahistorical, monolithic group.

Once I receive your outline including all of these elements I will give you feedback. I may approve your outline as it is or may make suggestions. Your outline must be approved before you can move to Step #2. Step #1 is **due Friday, Oct 13, 11:59PM (EST)**.

### **Step #2: The Analysis (7 points):**

You will write an analysis of your chosen material by using the four articles that you have chosen. Your analysis will start out by explaining why you chose this piece and how it describes/ approaches/ represents the veil and Muslim women. After this initial explanation, the analysis will bring in the four readings that will help you analyze how this particular media piece represents Muslim women and the veil. Your analysis is to be 1500 words (+/- 150) in double space [which amounts to 5 full pages], Times New Roman font. It is **due Friday, Oct 20, 11:59PM (EST)**.

#### 4) Final Project: Revised and Expanded Media Analysis (10 points)

I will evaluate, assess and provide feedback on your submitted media analysis. Building on the feedback, you will revise your work and add four more articles to your analysis and expand it. These new four articles must come from Week 8 through Week 15. You will submit this revised and expanded analysis as your final project **by Thursday, Dec 14, 11:59PM (EST)**. Your revised and expanded analysis is to be 2500 words (+/-250) in double space [which amounts to 8 full pages], Times New Roman font.

In this class your work will be assessed according to the following criteria:

- ✓ timely submission
- ✓ meeting the requirements about the content (does it use the required number of articles?)
- ✓ using specific and relevant references to the course material through direct quote or paraphrasing
- ✓ if using direct quotes from the course material, explaining the quotes
- ✓ developing the ideas adequately

#### Grading Scale

A	93-100	B+	87-89	C+	77-79	D/Pass	65-69
A-	90-92	B	83-86	C	73-76	F	64 and below
		B-	80-82	C-	70-72		

#### IMPORTANT NOTES

Please contact me about any concerns or questions you may have about the class, about the readings, or any difficulties or challenges you may be experiencing that affect your performance in the class. It is very important that you do not wait until the end of the semester to share your concerns or questions with me. The sooner you contact me, the more time we will have to attend to it, and find a way that enables you to participate in the class more fully.

#### Respect:

In order to create an intellectually stimulating learning environment together, it is very important that we respect each other as thinkers, and provide space for everyone's contribution. Some assignments may include working with a classmate and/or responding to other classmate's comments/questions. Such respect means that we pay utmost attention while communicating with other members of this learning environment, and engage with everyone in a respectful manner.

Our primary means of interaction and communication is writing, which requires extra attention because we do not share the same physical space. It is particularly important to write in a clear and respectful manner.

**Email guide:**

An official email address is established and assigned by Syracuse University Information Technology and Services (ITS) for each registered student, as well as for all active faculty and staff members. All communications sent via email regarding this online course will be sent to your syr.edu email address registered in Myslice system. You must use your official syr.edu email when you contact me about the course; I will not respond to any email regarding the course unless it is from an official syr.edu email account.

Emailing is a genre with its own rules—very different from the rules of texting—that you need to learn, both for college and for the professional business world beyond college. In every professional email please include the following:

- A subject line that includes which class you are enrolled in and something informative that points toward the subject of the email (e.g., “Beyond the Veil class, About Quiz 1”)
- A professional salutation that includes my title (e.g., “Dear Mrs. Yeni Cenebasi” or “Hello Mrs. Yeni Cenebasi”)
- A message that is well written (i.e., correct spelling, grammar, and punctuation) and polite
- A closing salutation (e.g., “Sincerely,” “Best wishes,” or “Thank you”)
- A signature (i.e., your name)

**About Turnitin:**

In this online class students submit their own papers or other assignments directly to Turnitin via Blackboard so that both student and instructor can view the results.

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. Turnitin compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

**Syracuse University Policies:**

Students should review the University’s policies regarding Disability-Related Accommodation; Diversity and Disability; the Religious Observances Notification and Policy; the Academic Integrity Policy; and Orange SUCcess, which can be accessed via the Office of the Provost’s website at: <http://provost.syr.edu/>

**Disability Statement:**

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal as your instructor is to create a learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design

of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite you to contact me to discuss additional strategies beyond accommodations that may be helpful to your success.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS) located at 804 University Avenue, third floor or go to the ODS website at [disabilityservices.syr.edu](http://disabilityservices.syr.edu) and click current students tab to register on-line. You may also call 315.443.4498 to speak to someone regarding specific access needs. ODS is responsible for coordinating disability-related accommodations and will issue 'Accommodation Letters' to students as appropriate. Since accommodations may require early planning and are not provided retroactively, please contact ODS as soon as possible.

### **Inclusive Language Statement:**

We are all a part of creating a space for dialogue and engagement where the importance of differences in relationships are engaged in a substantive manner. The goal of this class is to think carefully about the words we use and the images, metaphors, similes, and linguistic ideas that we are invoking. In keeping the vision of thinking thoughtfully about language, it is expected that all participants use inclusive language in all verbal and written assignments especially with respect to humanity, cultures, nationalities, ethnicities, races, and religions, with regard to characteristics such as sex, gender/sex, sexual identities, social class, age, and dis/abilities.

### **Statement on Academic Dishonesty:**

As in all academic settings, students in this course must ensure that their work conforms to principles of academic integrity (honesty, trust, fairness, respect and responsibility). Students should therefore familiarize themselves with the Syracuse University Academic Integrity Policy that holds students accountable for the integrity of the work they submit. Syracuse University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. Students should review the Office of Academic Integrity online resource "Twenty Questions and Answers about the Academic Integrity Policy" (available at <http://academicintegrity.syr.edu/what-does-academic-integrity-mean/>) and confer with instructor about course-specific citation methods, permitted collaboration (if any), and rules for examinations. If you have any questions about the policy, please contact me.

### **Academic Integrity Policy:**

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work

in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

**Faith Tradition Observance:**

Syracuse University's religious observances policy, found at [http://supolicies.syr.edu/emp\\_ben/religious\\_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm), recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility formatted classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

**Educational use of student work:**

I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

## SCHEDULE

### WEEK 1: Aug 28, Mon- Sept 1, Friday

**Quiz#1** will be available on bb by noon on Monday, Sept 1.

- Malory Nye. *Religion: The Basics*. pp.1-21
- Rita M. Gross “Defining Feminism, Religion, and the Study of Religion” pp. 1-16.
- PEW research compilation on Judaism, Christianity and Islam with numbers (5 pp.)  
→ Optional reading: PEW report on multiple Islams /diversity in Islam (“Executive Summary” pp. 7-26)
- Quick overview of veiling in Judaism and Christianity:  
<http://veil.unc.edu/religions/overview/>  
<http://veil.unc.edu/religions/judaism/>  
<http://veil.unc.edu/religions/christianity/>



Assignments:

- ‘Introduce yourself’ by Friday, Sept 1,  
11:59PM (EST)

Bb→Discussion

Board→Introduction

- Take Quiz #1 by Friday, Sept 1, 11:59PM  
(EST)

Bb→Assignments → Quiz #1

### WEEK 2: Sept 4 Mon - Sept 8, Friday

**Response #1** Question/s will be available on bb by noon on Monday, Sept 4.

- Chandra T. Mohanty. *Feminism without Borders* “Under Western Eyes” pp. 17-42.
- Zine, Jasmin. "Creating a Critical Faith-Centered Space for Antiracist Feminism" pp. 167-87.



Assignment:

Response #1 is due Friday, Sept 8, 11:59PM  
(EST)

### WEEK 3: Sept 11 Mon - Sept 15, Friday

**Response #2** Question/s will be available on bb by noon on Monday, Sept 11.

- Video: “Voices of the Veil”: Interviews with students at the University of North Carolina about the veil (16:48 min.) <https://www.youtube.com/watch?v=ePLhLMgWNHs>
- Amer, Sahar. *What is Veiling?* “Introduction” pp. 1-18.  
→ Rudyard Kipling’s poem “The White Man’s Burden” (1899)  
<http://historymatters.gmu.edu/d/5478/>
- Leila Ahmed *Women and Gender in Islam*. “Conclusion” pp. 235-248.
- Lila Abu-Lughod. "Do Muslim Women Really Need Saving?" pp. 783-90.
- New York Times, 2015, “Muslim Women on the Veil”:  
<https://www.nytimes.com/2015/05/28/world/muslim-women-on-the-veil.html>

 Assignment:  
Response #2 is due Friday, Sept 15,  
11:59PM (EST)

#### WEEK 4: Sept 18 Mon - Sept 22, Friday

**Response #3** Question/s will be available on bb by noon on Monday, Sept 18.

- Videos: Stereotypes  
BBC “[Things not to say to someone who wears a burqa](http://www.bbc.co.uk/bbcthree/item/3e533c4f-7f35-49a0-a9a0-6e5c92ecfe1d)” (6:14 mins):  
<http://www.bbc.co.uk/bbcthree/item/3e533c4f-7f35-49a0-a9a0-6e5c92ecfe1d>  
BBC “7 questions British Muslims are tired of hearing” (4:45 mins):  
<http://www.bbc.co.uk/bbcthree/item/a0046894-3786-4198-90ff-29760a5bfc0>
- Amer, Sahar. *What is Veiling?* “Chapter 4: Veils, Harems and the Mission to Civilize” pp.77-93.
- Said, Edward. “Islam and the West”. pp. 3-17.
- Said, Edward. "Impossible Histories." pp. 69-71.

 Assignment:  
Response #3 is due Friday, Sept 22,  
11:59PM (EST)

#### WEEK 5: Sept 25 Mon - Sept 29, Friday:

**Response #4** Question/s will be available on bb by noon on Monday, Sept 25

- Amer, Sahar. *What is Veiling?* “Chapter 1: Understanding Veiling in Islamic Texts” pp.21-37, and “Chapter 2: What Do Progressive Muslims Say about Veiling?” pp. 38-55.
- Quick overview of veiling in Islam: <http://veil.unc.edu/religions/islam/>

 Assignment:  
Response #4 is due Friday, Sept 29,  
11:59PM (EST)

#### WEEK 6: Oct 2 Mon - Oct 6 Friday

**Response #5** Question/s will be available on bb by noon on Monday, Oct 2

- Fatima Mernissi. *The Veil and the Male Elite* “The Hijab, the Veil” pp. 85-101.
- Amina Wadud, *Inside Gender Jihad*. “Hijab” pp. 219-224.
- *I Speak for Myself: American Women on Being Muslim*. Samaa R. Abdurraqib “Connections”, pp. 120-125; Kameelah Janan Rasheed “Lines of Bad Grammar” pp. 225-230.

→ Recommended video: “The Noble Struggle of Amina Wadud” (29:26 mins)  
<https://www.youtube.com/watch?v=EIBH0nCQFrc>

 Assignment:  
Response #5 is due Friday, Oct 6, 11:59PM  
(EST)

**WEEK 7: Oct 9 Mon - Oct 13 Friday****Response #6** Question/s will be available on bb by noon on Monday, Oct 9

- Leila Ahmed. *Women and Gender in Islam*. "Introduction" pp. 1-7, and "The Discourse of the Veil" pp. 144-168.
- Nawar Al-Hassan Golley. "Is Feminism Relevant to Arab Women?" pp. 521-536.



Assignments:

- Response #6 is due Friday, Oct 13,

11:59PM (EST)

- The media analysis **Step #1: Outline** is

due Friday, Oct 13, 11:59PM (EST)

**WEEK 8: Oct 16 Mon - Oct 20 Friday**

- Mahmood, Saba. "Feminist Theory, Agency, and the Liberatory Subject." pp. 111-141.



Assignment:

The media analysis **Step #2: Analysis** is due

Friday, Oct 20, 11:59PM (EST)

**WEEK 9: Oct 23 Mon - Oct 27 Friday****Response #7** Question/s will be available on bb by noon on Monday, Oct 23

- Videos:

Iranian women protesting against the forced hijab law in 1979: "Iranian women's fight against the hijab" (7:18 mins):

<https://www.youtube.com/watch?v=ybrxS0PlmqE>

Iranian women protesting against the forced hijab law through social media:

"Why Iranian women are posting pictures of their uncovered hair" (3:48 mins)

<https://www.youtube.com/watch?v=PNdwFftpndM>

- Sahar Amer. *What is Veiling?* "Chapter 3: Politics and Sociocultural Practices of Veiling" pp. 56-74.
- Katherine Bullock. "Multiple Meanings of Hijab" pp. 85-121.



Assignment:

Response #7 is due Friday, Oct 27, 11:59PM (EST)

**WEEK 10: Oct 30 Mon – Nov 3 Friday****Response #8** Question/s will be available on bb by noon on Monday, Oct 30

- Lazreg, Marnia. *Questioning the Veil: Open Letters to Muslim Women*. "Letter Four: Conviction and Piety" pp.67-96", and "Letter Three: Cultural Identity" pp.53-66.



Assignment:

Response #8 is due Friday, Nov 3, 11:59PM (EST)

**WEEK 11: Nov 6 Mon – Nov 10 Friday**

**Response #9** Question/s will be available on bb by noon on Monday, Nov 6

- Lazreg, Marnia. *Questioning the Veil: Open Letters to Muslim Women*. “Letter One: Modesty” pp.15-40”, and “Letter Two: Sexual Harassment” pp.41-52.

 Assignment:  
Response #9 is due Friday, Nov 10,  
11:59PM (EST)

**WEEK 12: Nov 13 Mon – Nov 17 Friday**

**Quiz#2** will be available on bb by noon on Monday, Sept 1.

- Video:  
Muslim American women speak about their experience:  
Los Angeles Times: “Muslim women explain what their hijab means to them”  
(4:46 mins)  
<http://www.latimes.com/visuals/video/la-me-american-women-in-hijabs-video-story.html>
- Sahar Amer. *What is Veiling?* “Chapter 6: Veiling in the United States of America Today” pp.112-130.
- Amina Wadud, “September 11, 2001” *Inside Gender Jihad*. pp. 224-239.
- *I Speak for Myself: American Women on Being Muslim*. (excerpts)

 Assignment:  
Take Quiz #2 by Friday, Nov 17, 11:59PM  
(EST)  
Bb → Assignments → Quiz #2

**WEEK 13: Nov 20 Mon – Nov 24 Friday: THANKSGIVING BREAK****WEEK 14: Nov 27 Mon – Dec 1 Friday**

**Quiz#3** will be available on bb by noon on Monday, Nov 27.

- Video:  
Debating the Muslim Veil (Burqa, Burka) in Britain”, 2015 (10:33 mins)  
<https://www.youtube.com/watch?v=P22LoctsDyA>
- Sahar Amer. *What is Veiling?* “Chapter 5: Veiling in Western Europe Today” pp. 94-111.
- BBC News, 2017: “The Islamic Veil Across Europe” <http://www.bbc.com/news/world-europe-13038095>

- Rahat Kurd, “My Hijab is an act of worship, and none of your business” (2 pp.)
- Christine M. Jacobsen “Troublesome Threesome: Feminism, Anthropology, and Muslim Women’s Piety.” pp. 65-82.

 Assignment:  
Take Quiz #3 by Friday, Dec 1, 11:59PM  
(EST)  
Bb→Assignments → Quiz #3

### WEEK 15: Dec 4 Mon – Dec 8 Friday

**Response #10** Question/s will be available on bb by noon on Monday, Nov 27

- Sahar Amer. *What is Veiling?* “Chapter 8: Islamic Fashion” pp.148-175”, and “Chapter 9: Veiling through the Arts” pp. 176-197.
- Interview with the veiled model: “Muslim Model Halima Aden on Defying Beauty Standards”

<https://www.allure.com/story/halima-aden-cover-story-july-2017>

“Different Hijab Styles for Muslim Women Around the World”:

<http://www.hijabiworld.com/different-hijab-styles-for-muslim-woman-around-the-world/>

“Hijab Styles Across the Globe”:

<http://www.herculture.org/blog/2017/2/7/hijab-styles-across-the-globe#.WY9yeemQzIV>

 Assignments:  
- Response #10 is due Friday, Dec 8,  
11:59PM (EST)

### Thursday, Dec 14 **Final Project Deadline**

 Assignment:  
- Final Project: Revised and expanded  
media analysis is due **Thursday, Dec 14,**  
11:59PM (EST)