



Syllabus of Record

Program: CET Jordan

Course Code / Title: (AM/LANG 364) Creating and Becoming: Arab Women, Authority, and Leadership

Contact Hours: 45

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Arabic Language / Gender studies, Sociology, Religious Studies, Middle Eastern Studies

Language of Instruction: Arabic

Prerequisites / Requirements: ACTFL Intermediate, final placement at the discretion of the Academic Director.

Description

Beginning in the “Arab Renaissance” or *al Nahda*, Arab women fought for equal rights, however; there remains a paradoxical societal mindset about women and their roles, starting from the family and extending to highest level of power. This course explores women’s roles as mothers, teachers, doctors, police officers, writers, artists, professors, ministers, or parliamentarians, and examines the point at which leadership opportunities are capped, often at the very top of the pyramid. Analyzing the contributing factors to and implications of these limitations, the course reflects upon women’s roles as *creators* of leaders while being systematically denied the opportunity of *becoming* leaders themselves.

This course poses critical questions about the pivotal role of Arab women in shaping society across the Arab world, from early life stages to various professional fields. It explores the paradoxes stemming from the shifting roles of women between the domestic sphere and public life. The syllabus emphasizes the themes of authority and leadership in the lives of Arab women, examining the degrees of freedom they experience—whether seized or bestowed. While it presents complex and conflicting contexts, the course converges on the undeniable competence of women in leadership. Drawing on examples from different Arab countries, it offers insights into the prevailing notion that women are less qualified for leadership than men and compares feminist movements throughout the Arab world and the West. The course tackles the creation and practice of leadership across political, religious, cultural, and economic arenas, highlighting the boundaries—both restricted and permitted—that women navigate. It also examines the strategies women employ to overcome these contradictions.

Content warning:

At times, this course intentionally invites students to engage with readings and content that is controversial and potentially sensitive. The intention is not to endorse perspectives, but to rigorously engage with them. If certain material is emotionally challenging, students can discuss with the professor before or after class. Students may also leave the classroom without an academic penalty, if the discussion becomes too emotionally challenging. Students are, however, responsible for all missed material, and so should arrange to get notes from another student or see the professor individually.

Objectives

Through their participation in this course, students:

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- Understand the historical development of women's struggle within religious, nationalist and leftist movements.
- Analyze the connections between feminist movements and reflect on their goals, approaches, and factors contributing to or prohibiting success
- Understand cultural, religious, and economic contexts in which women are raised and which decide their roles in leadership and their strategies for resisting.
- Deconstruct cultural, religious and economic power dynamics that define and determine women's roles in leading society and politics.
- Explore women's strategies for resisting limitations and wresting their rights and entitlements.
- Become familiar with successful stories of Arab women's achievements throughout history.
- Discuss course themes in Arabic using specialized vocabulary to probe their proficiency levels through expression of a theoretical issue.

Course Requirements

Class attendance, as outlined in the CET Attendance Policy, is critical for success in the course. Students are expected to actively participate in classroom discussions and lectures. Field study excursions could include visits to Center for Women's Studies, SIGI institute, guest speakers, a visit to The Jordanian National Commission for Women, or meetings with local students specializing in Women's Studies, or meeting with a journalist.

Graded assignments include:

- **Participation:** Successful participation in class requires coming prepared having engaged with assigned material in advance. Student output should reach paragraph length be achieved effectively in three ways; student-student, student-professor, and student-themselves. See *Participation Grading Rubric* below.
- **Homework:** readings (5-10 pages each), soliciting the perspectives of local peers on topics discussed in class and recording the conversation. The recording time is 3-4 minutes in which the student must use 90% of the words from the reading. The output should be in paragraphs. There are weekly presentations in which students research a course topic and present it to the class while leading a discussion on their assigned subject.
- **Reflection Papers:** Instead of traditional quizzes, students chose a course theme and conduct opinion polls / questionnaires in Amman including 15 – 20 questions exploring the topic culturally, including related power dynamics, soliciting opinions about the theme to draw connections between readings and the reality in Jordan. Then, the students ask their questions to Jordanians and record their answers. Students write a reflection paper of 750 words paper on the results of their polls.
- **Presentation:** Students present to their class 4 times a term for approximately 15 minutes, including Q&A. All students provide a written summary of their presentation to the instructor for each presentation. Topics include critical reflection on field study course components, power dynamics, and themes agreed upon with the instructor. PPT should be 7 – 9 slides, 2-3 minutes speaking about each slide, output: 90% of the class vocabulary in paragraph length.
- **Final Exam:** The final exam includes reflective questions in which the students show their understanding, analysis, and criticism of the themes studied in class. Students

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should be able to elaborate power dynamics and its effects on the provided topics through written answers and voice recordings.

- **Final Paper:** Students write a final paper of 10-15 pages (A4 paper, 14 pt font, Times New Roman, 1.5 spacing) using 90% of the class vocabulary and examples from the course material to support their arguments. Students submit an outline of 500 words, followed by a first draft of 1000 words. After editing corrections on content and style, students submit a final draft of 1000 words, followed by a meeting with the instructor for feedback. Students present their paper orally in front of the class using 90% of the course vocabulary, with linguistic output at the paragraph level.

Grading

The final grade is determined as follows:

- Participation: 20%
- Homework: 20%
 - Readings (24 at 0.5% each)
 - Interview assignments (4 at 2% each)
- Reflection papers (2 at 10% each) 20%
- Presentation
 - Summaries (4 at 1.25% each) 15%
 - Oral presentation (4 at 2.5% each)
- Final Exam 10%
- Final Paper: 15%
 - Paper 10%
 - Presentation of Paper 5%

Participation Grading Rubric

	A – 90-100% Exemplary	B – 80-89% Proficient	C – 70-79% Developing	D – 60-69% Unacceptable	F – 0-59% Missing
Frequency of class participation	Always actively participate in all activities in class.	Mostly actively participate in all activities in class.	Somewhat actively participate in all activities in class.	Rarely actively participate in all activities in class.	Always passively participate in activities in class.
Quality of class participation	Contribution is always thoughtful, accurate, and constructive, frequently interacting with peers	Contribution is mostly thoughtful, accurate, and constructive, usually interacting with peers	Contribution is somewhat thoughtful, accurate, and constructive, sometimes interacting with peers	Contribution is rarely thoughtful, accurate, and constructive, rarely interacting with peers	Does not contribute or interact with peers
Level of class preparation	Always fully prepared and on task	Mostly prepared and on task	Somewhat prepared and on task	Rarely prepared and on task	Consistently unprepared and not on task

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Readings

- محمد أحمد عثمان، إنعام، وإنعام. "دور المرأة في الدعوة إلى الله". *المجلة العلمية لكلية أصول الدين والدعوة بالزقازيق* 27، عدد 1 (2015): 231-268.
- Mohammad Ahmad Othman, Ena'am. "Dawr al-mar'a fi ad-da'wa ila Allah." *Al-majalla al-elmiah likulliyet usool ad-din wa ad-da'wa bi az-zaqaziq* 27, volume 1 (2015): 231-268.
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- صقر الزعيم، إبراهيم. "دور المرأة المسلمة في العهد النبوي 2." *الجزيرة*، 2018.
- Saqer Az-za'im, Ibrahim. "Dawr al-mar'a al-muslima fi al-a'hd an-nabawi.2" *Al-Jazeera*, 2018.
- صقر الزعيم، إبراهيم. "دور المرأة المسلمة في العهد النبوي 3." *الجزيرة*، 2018.
- Saqer Az-za'im, Ibrahim. "Dawr al-mar'a al-muslima fi al-a'hd an-nabawi.3" *Al-Jazeera*, 2018.
- الدويري، إبراهيم. "مسلمات في عالم السياسة.. اعتلين العروش وقدن الجيوش ودبرن الممالك." *الجزيرة*، 2024.
- Al-Dweiri, Ibrahim. "Muslimat fi a'alam al-siyasah.. e'talayna al-u'roosh wa qudna al-juyoosh wa dabbarna al-mamalik." *Al-Jazeera*, 2024.
- "سلطات وقائدات في العالم الإسلامي لماذا تجاهلن التاريخ." *تي آر تي عربي*، 2019.
- "Sultanat wa qa'edat fi al-a'alam al-eslami limatha tajahalhunna at-tarikh." *TRT Arabi*, 2019.
- عليمة جبريل، خضر. "دور المرأة في مجالات الحياة." *جريدة القرن*، 2023.
- Ulaimi Jibreel, Khadr. "Dawr al-mar'a fi majalat al-hayat." *Jareedat al-qarn*, 2023.
- المصري، سحر. "يسألونك عن القوامة.. صيد الفوائد.
- Al-masri, Sahar. "Yas'aloona a'n al-qiwamah.." *Sayd al-Fawa'ed*.
- "نساء صنعن أجيالاً." *طريق الإسلام*، 2020.
- "Nisa'a Sana'na Ajjalan." *Tareeq al-Islam*, 2020.
- شريف، سعيده. "المرأة بين الأمومة والأنوثة ومتغيرات العصر." *الفيصل*، 2022.
- Shareef, Saeda. "Al-Mar'a bayn al-Umoomah wa Al-Unootha wa Mutaghayerat al-a'ser." *Al-Faysal*, 2022.
- آسيا، كسور. "القيادة النسائية من منظور سوسولوجيا التنظيمات." *مجلة التنمية وإدارة الموارد البشرية: بحوث ودراسات*، المجلد 2016، العدد 7 (31 أكتوبر/تشرين الأول 2016)، ص 30-43، ص 14.
- Asia, Kusoor. "Al-qiyada al-nisa'iyah min manthoor sosiologia al-tantheemat." *Majalat al-Tanmiyah wa idarat al-mawarid al-bashariyah: buhooth wa dirasaat*, volume 2016, issue 7 (31 Oct/ Tishreen al-awal 2016), Pp 30 – 43, p14.
- الأشقر شيبان، دينا. "رائدات في البيت والعمل والمجتمع... المرأة العصرية: نجاحات وانتصارات صغيرة تشكل كلّ الفارق!" *مجلة لها*، 2018.
- Al-Ashqar Shiban, Dina. "Raedat fi al-bayt wa al-a'mal wa al-mujtama'... al-mar'a al-asriyah: najahaat wa intisaraat sagheerah tushakkel kul al-fareq!" *Majallat Laha*, 2018.

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"Dawr al-mar'ah fī tarbiyat al-abṭāl wa al-‘uẓamā". Al-Ikhwān al-Muslimūn, 2023.

أديب الزعبي، رهام. "القوامة وأثرها في استقرار الأسرة والمجتمع" إسلام ويب، 2002.
"Adīb al-Zu‘bī, Rihām. "Al-Qawāmah wa Atharuhā fī Istiqarār al-Uṣrah wa al-Mujtama‘." Islāmweb, 2002."

النعيمات، رشا. "مشاركة المرأة الأردنية في الحياة السياسية ودراسة المعوقات وسبل معالجتها." جامعة الشرق الأوسط، قسم العلوم السياسية، 2021.
"Al-Nu'aymat, Rasha. "Musharakat al-mar'ah al-urduniyyah fi al-hayah al-siyasiyyah wa dirasat al-ma'awiqat wa subul mu'alajatiha." Jami'at al-Sharq al-Awsat, Qism al-'ulum al-siyasiyyah, 2021."

المعاينة، نهى. "المرأة الأردنية والمشاركة السياسية وإنجازات المرأة" الاتحاد النسائي الأردني العام، 2002.
"Al-Ma'aytah, Nuha. "Al-mar'ah al-urduniyyah wa al-musharakah al-siyasiyyah wa injazat al-mar'ah." Al-Ittihad al-Nisa'i al-Urduni al-'Amm, 2002."

طليس، حسين. "في يوم المرأة العالمي.. ما أبرز التحديات التي تواجه النساء في الشرق الأوسط؟" الحرة، 2023.
"Tlayis, Hussein. "Fi Yawm al-Mar'ah al-'Alami. Ma Abriz al-Tahaddiyat allati Tuwajihu al-Nisa' fi al-Sharq al-Awsat?" Al-Hurra, 2023."

"مساهمة المرأة في الثورات العربية ومستقبلها" المركز المصري لحقوق المرأة.
"Musahamat al-mar'ah fi al-thawrat al-'Arabiyyah wa Mustaqbalaha." Al-Markaz al-Miṣrī li Ḥuqūq al-Mar'ah."

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"Karman, Tawakkul. "Al-Mar'ah wa al-Rabi' al-'Arabi." Al-Umam al-Muttahida, 2017."

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"Zahir Shahatah Muhammad, A. (2020). Tamkin al-Mar'ah al-Miṣriyyah. Majallat Buḥūth al-'Ulūm al-Ijtīmā'īyyah wa al-Tanmiyyah, 2(2), 249-298."

Aljamal, W., El Kharouf, A., & Qatami, S. (2019).
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Al-Halasa, Ayman Adib, & Hamdi Sulayman Qbaylat. (2019). Haq al-Mar'ah bi Naql Jinsiyatiha li-Abnaiha 'ala al-Sa'idin al-Duwali wa al-Watani. *Dirasat (Ulom al-Sharia wa al-Qanun)*, 59(46), 314-330.

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Qaraqish, Najwa. "Dawr al-Mar'ah fi al-Nahda al-'Ilmiyyah fi al-Qadim wa al-Hadith - al-Urdun Namudhajan." *Jami'at al-Zarqa*.

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Tahaddiyat al-Tamkin al-Thaqafi lil-Mar'ah. Bayt al-Hikmah, 2023.

العمر، جاسم إبراهيم، الاثري، أحمد صالح، الرخيص & عبد اللطيف ابراهيم. (2017). المرأة والتحرش الجنسي في العمل (دراسة استطلاعية على بعض المؤسسات الحكومية في دولة الكويت). *المجلة التربوية لكلية التربية بسوهاج*, 50(50), 177-209.
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"الأدوار الجندرية ودورها في التنشئة الاجتماعية" الرأي، 2012.
Al-Adwar al-Jindariyya wa Dawruha fi al-Tansh'ah al-Ijtima'iyya. Al-Rai, 2012.

"التميط الجندري.. واقع يحد من تطور المرأة ويؤطر مستقبلها" العربي، 2022.
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Outline of Course Content

Topic 1: Historical view of women's roles in Islam: the beginning of *Da'wa* until today

- Women's role in Islamic *Da'wa*
- Women's status during and after the time of the prophet Mohammad (PBUH)
- Muslim women leaders: models and success stories
- Women advocacy for their liberation
- Non-Muslim women's roles throughout history

Topic 2: Arab women's struggles claim their rights and their achievements

- Historical view of the feminist movement in many Arab countries
- Pioneering women in the feminist movement to achieve equality with men
- Obstacles and limitations in Arab women's paths
- Internalized misogyny and women as perpetrators of patriarchy
- Arab women struggle against their counter part
- Arab women as makers of Arab history

Topic 3: Women's leadership roles in the family: mother, daughters, sisters, wives

- Women's roles in child raising
- Sex and gender stereotyping in familial roles
- Equality in rights and duties in the family structure
- The future of the family; determined by sons or daughters?
- Inheriting citizenship while not being able to pass it to children

Topic 4: Limitations on leadership in the professional sphere

- Women, education, and raising the next generation
- Women and revolution
- Women and politics
- Women and medicine

Topic 5: Achievements of female Arab leaders in varying fields

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- Culture
- Religion
- Science
- Art
- Media

Topic 6: Challenges that face women in the leadership roles

- Masculine perspectives dominating all areas of life
- All types of harassment
- Stereotypes in dress, hobbies, and educational background
- Extremism in interpreting religious concepts related to women's lives
- Women's social status (single, divorced, widowed, married)

Topic 7: Religion, leadership, and resistance

- Interpreting Islamic guardianship, *al qawama*, as a religious term
- Women's understandings *al qawama*
- Paths for resisting implications of guardianship on marriage, access to money, dowry, and other freedoms.
- Obedience and submission to husbands in the Bible
- Case studies: ethnic minorities: Armenian diaspora, Kurds

Topic 8: Paths to empowerment – examples and elements of success

- Feminist successes in Tunisia and government policy
- Queen Rania's role in empowering Jordanian women and promoting equity
- Attempts at empowerment in government and culture in the Gulf countries
- The pioneering role of Egyptian literature in empowering women