

She Can Do Something

Authentic Narratives of Arab/Muslim Women

Presented at the National Council on the Social Studies Conference

Saturday, December 1, 11:30 am-12:30 pm.

Presenters

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Agenda

- Authenticity, Why It's Important, What the Challenges Are
- Understanding Arab and Muslim Identities
- Imperial Frameworks in Mainstream Information
- Feminism and Gendered Narratives of the Other
- Video of Yemeni Rapper, Amany Yahya
- Share Teaching Ideas

Image Search Activity - Turn and Talk

- Step 1 – search “Arab Women” note stereotypes
- Step 2 – search “Muslim Women” note stereotypes
- Step 3 – review images and note what is happening in the images
- Step 4 – review what women are doing and consider where they images might come from. Whose gaze is this?
- Step 5 – do you think any are authentic images?

Vocabulary/History for Understanding Arab and/or Muslim Identities

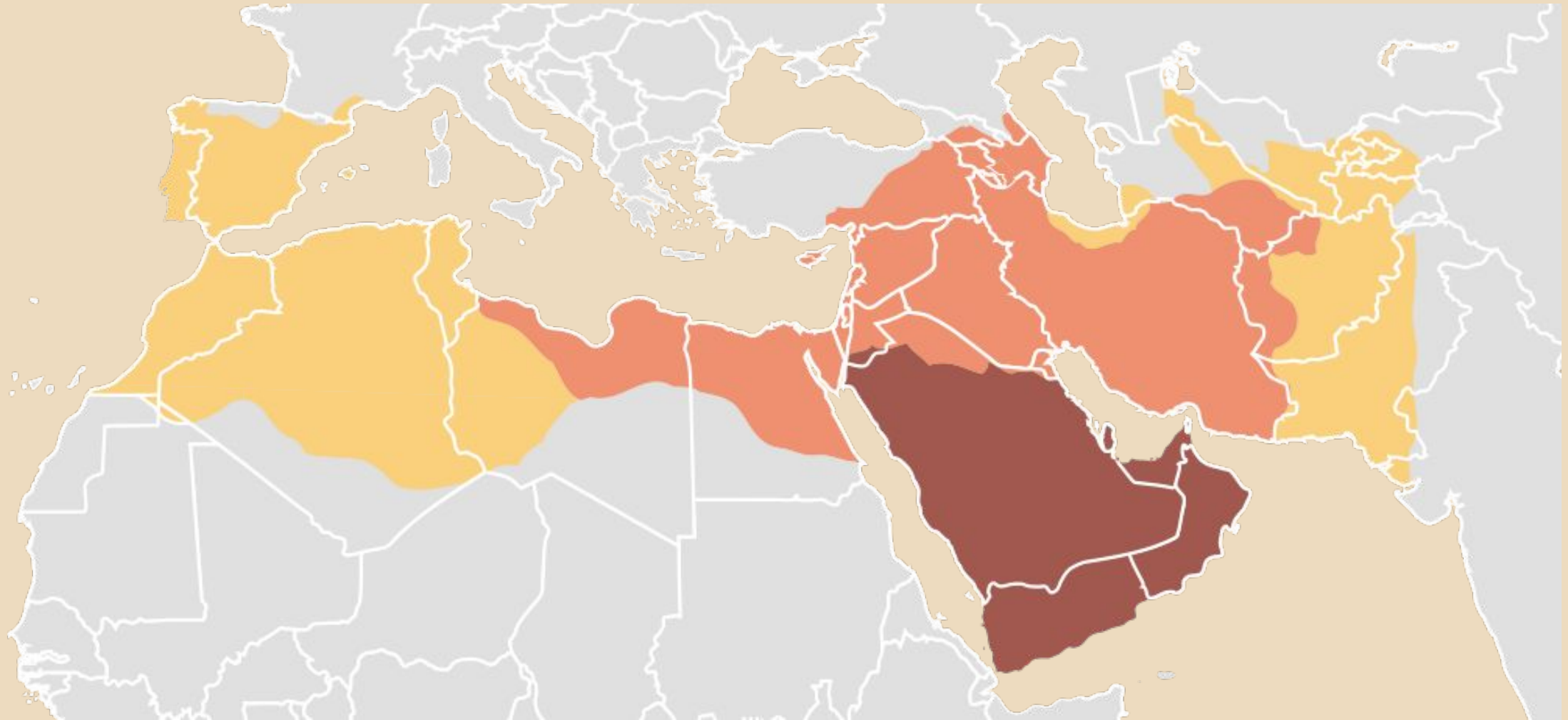
- Arab - Arabic speakers from North Africa and Southwest Asia, known as the Middle East
- Muslim - person who believes in the Islamic faith
- Not all Arabs are Muslim and not all Muslims are Arab
 - **Diversity, a historical explanation [Handout - History and Arab Culture]**
 - **Religious diversity – Diverse sects of Islam, continued importance of the different sects of Christianity and Judaism**
 - **Ethnic diversity - stateless populations**
- Imperial lens
 - **Metacognitive messages [Handout - Imperial frameworks]**

North Africa and Southwest Asia, AKA, the Middle East



Map of the culturally diverse Middle East, including North Africa, and Central Asia. Image credit: "LocationmapforMiddleEast(GreaterMiddleEast)" by 배우는사람 (talk), Wikimedia Commons, CC.0, revised by Mike Shiflet, Ohio State University.

Early Islamic Expansion

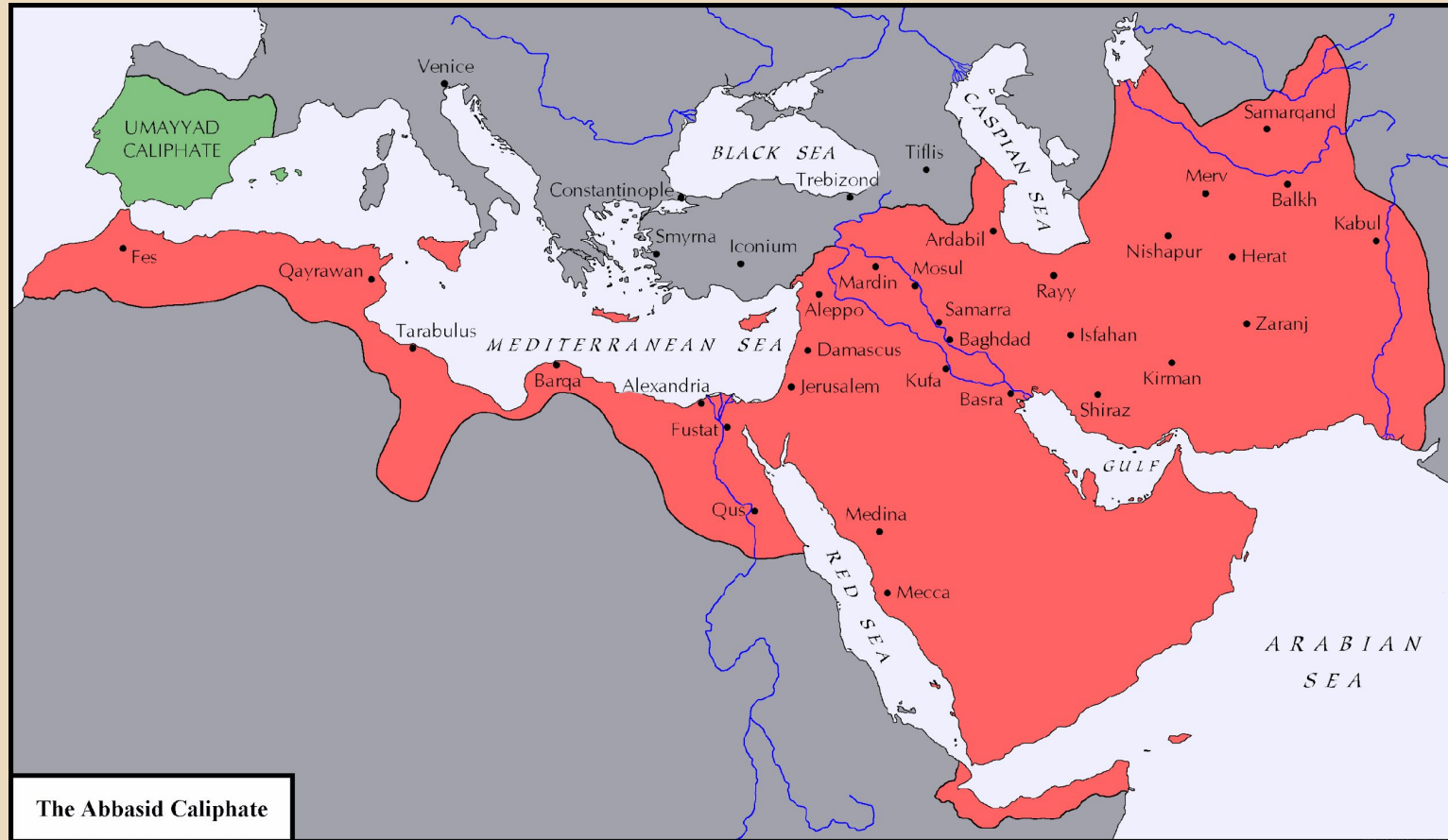


"Expansion of Rashidun Caliphate" by DieBuche, C.C.0, Source: Wikimedia Commons, https://commons.wikimedia.org/wiki/File:Map_of_expansion_of_Caliphate.svg

Abbasid Caliphate

Arab-Islamic Culture at Its Peak

Abbasid Caliphs resided in Baghdad from the time of the Umayyad conquest in 750, until 1258.



Understanding How Imperialism Affects the Way We See Arabs and Muslims

- Western vs Global Other binary
 - linked to modernity/traditionalism binary
 - grounded in evolutionary model of history
 - often expressed as orientalism with respect to Islam, Muslims, and Islamic geography

What Does That Look Like in Curriculum?

- **Imperial Frameworks [Handout]**
- Americans' or Westerners' voices foregrounded in the news
- American or Western authors privileged

“as long as we are writing for the West about the ‘other’ we are implicated in projects that establish Western authority and cultural difference.”

- Lila Abu Lughod (2013), *Do Muslim Women Need Saving?* Retrieved from <http://public.ebib.com/choice/publicfullrecord.aspx?p=3301358>

Multiple Feminisms of North Africa and Southwest Asia

- Disrupt white feminism
- Intersectionality
- False universalizing
- Projecting Western experiences of sexism and/or feminism on the Other
- Gendered pro-Western bias (defining “the rest,” as cultures oppressive to women)
- **Examples of “Eastern” feminism and/or women’s empowerment [Handout]**

Teaching Through a Feminist Lens

Video

[Rapping for Women in Conflict](#)

Think of a Teaching Idea

<http://go.osu.edu/CgVv>

- Get into groups of 3 or 4, choose one person as scribe, one as spokesperson.
- Share what you would do to teach using imperial frameworks and multiple feminisms
- **Collaborate.** Agree on one teaching idea and create a mini teaching moment together– describe exactly what this activity or classroom discussion would look like, and specify steps you or your students would take. Scribe takes notes.
- **Review.** Read what the scribe has written and make any edits for the spokesperson. Spokesperson submits to google form, and prepares to present the idea to the session attendees.

Shout out and review

- Please share your idea with the room.
- Think about what it means for you to teach this from your personal life experience and social position.
- Jot down one main takeaway from this session on a notecard

Resources for Teachers

- Videos

- [Eman Mohammad](#)
- [Female Muslim Hip-Hop Dancers](#)
- [These Arab Female Artists are Challenging Stereotypes](#)
- [Muslim Women Making Waves and Breaking Stereotypes](#)
- [I got 99 problems...Palsy is just one](#)
- [What it's like to be Muslim in America](#)

- Curricula

- [Rethinking the Region, Curriculum on teaching MENA](#)
- [Keys to Understanding the Middle East](#)

- Books

- <http://www.meoc.us/book-awards.html>

Thank you!

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