



## Course and Examination Fact Sheet: Autumn Semester 2024

### 7,660: Kulturen/Cultures: Feminism(s) in the Arab-Mediterranean Space

ECTS credits: 3

#### Overview examination/s

(binding regulations see below)

decentral - Presentation, Analog, Group work group grade (50%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (50%)

Examination time: Term time

#### Attached courses

Timetable -- Language -- Lecturer

[7,660,1.00 Kulturen/Cultures: Feminism\(s\) in the Arab-Mediterranean Space](#) -- English -- [Ngosso Mathieu Thierry](#)

#### Course information

#### Course prerequisites

None.

#### Learning objectives

Students should be able to:

- understand the feminist constellation in MENA space: State feminism, leftist feminism, postcolonial feminism, Muslim feminism, etc.;
- understand the main notions upon which those feminisms are based on: essentialism, orientalism, universalism, etc.;
- understand how to mix the historical and analytic line so that they can have a meaningful panorama of what feminism in that area looks like;
- have a clear idea of some important figures of feminism in MENA: Nawal Saadawi, Tahar Haddad, Fatema Mernissi, etc.;
- understand to what extent Western feminism is linked to the feminist constellation in the MENA region.

#### Course content

The course is built to be right at the crossroads of the social and human sciences, so it borrows perspectives, tools, approaches and methodological grids from a constellation of academic disciplines. For instance, studying feminism by focusing on a historical approach when talking about colonialism is also a way to understand how international relations has to do with feminism in a double sense; it shows first that feminism can't be considered a pure local brand, and second, it helps understand to what extent feminism should be seen as a tool and not merely as an end in itself. Feminism is then a way to interrogate the relationship between the local and the global. Another example one can give is state feminism. State Feminism can clearly be seen as a managerial approach to feminism: it is a top-bottom one thought to emancipate women in a way that is supposed to promote the 'startup nation' that just gained its independence. The last example is this of methodology. The course, as shown below, takes deconstruction/decolonization seriously. Learning how to deconstruct concepts, notions and clichés is nowadays an absolute necessity if one really wants to understand the world we live in. It is not a coincidence if management, for instance, works on decolonizing itself through decolonial management theorizing.

The course is organised around a double line: historical (description) and critical (deconstruction – prospectation). The historical one goes from colonization to the Arab Spring (Tunisia, Algeria, Morocco, and Egypt from the early 1950's until now) and can be divided into three parts: colonization, postcolonial State and Arab Spring. Inside this framework, we will confront several feminisms: liberal, Muslim, Islamist, Black, and Berber, shedding light on the constellation they shape altogether. The critical



line lies in three main elements or tools and is considered an investigation. This approach is pedagogically very interesting because it gives students materials they can use freely to build their own conception of gendered relationships.

- Deconstruction: dismissing all the clichés against feminism regarding its nature (whose/which feminism), its aim (for what), and its tools (how, in both the academic sphere and militancy, i.e., conceptually and pragmatically speaking).
- Prospection (1): proposing new concepts (border, compass, rotation, anchorage, incommensurability, etc.), replacing the ones we deconstructed (symmetry, overlap, commonalities and trying to avoid both essentialism and exclusion.
- Prospection (2): Which feminism could fit the Mediterranean?

## Course structure and indications of the learning and teaching design

- **Part I: State Feminism and Alternatives**
  1. State Feminism: historical and theoretical background of feminism in the Arab world
  2. Alternatives to state feminism: secular, leftist, and postcolonial feminisms.
  3. The Arab Spring and New Approaches to Feminism
  4. Beyond the Arab Spring: Critical Approaches to Arab Feminism
- **Part II: Arab Feminism and Contemporary Debates** (with students' presentations), such as
  1. Arab Feminism and Gender Equality
  2. Arab Feminism and Human Rights
  3. Arab Feminism and Business Ethics
  4. Arab Feminism and Globalization
  5. Arab Feminism and Climate Change
  6. Arab Feminism and Migration

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published online in **Courses** applies.

## Course literature

Provisional:

Beauvoir, Simone, *The Second Sex*, London, Lowe and Brydone, 1953.

Charrad, Mounira M., *States and Women's Rights. The Making of Postcolonial Tunisia, Algeria, and Morocco*, Berkeley, 2001.

Gondorová, Eva, "The Position of Women in Post-Revolutionary Tunisia and Their Role in Political Decision-Making Processes. Between Social Movements, Frustrations and Administrative Routine?", *Moving the Social* vol.52, pp. 27-47, 2014.

Hatem, Mervat F., "Economic and Political Liberation in Egypt and the Demise of State Feminism", *International Journal of Middle East Studies* vol. 24, no. 2, pp. 231-251, 1992.

Lugones, Maria, "Purity, Impurity, and Separation", *Signs* vol. 19, no. 2, 1994.

Mernissi, Fatema, *Scheherazade Goes West: Different Cultures, Different Harems*, Washington Square Press, 2002.

Mohanty, Chandra T., *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Duke University Press, 2023.

Mohanty, Chandra T., "Under Western Eyes: Feminist Scholarship and Colonial Discourses", *Boundary 2*, vol. 12p, no. 3, *On Humanism and the University I: The Discourse of Humanism*, p. 333-358, 1984.

Tchaïcha, Jane D., *The Tunisian Women's Rights Movement. From Nascent Activism to Influential Power-broking*, Routledge, 2017.

Young, Iris M., "Asymmetrical Reciprocity: On Moral Respect, Wonder, and Enlarged Thought," in *Intersecting Voices, Dilemmas of Gender, Political Philosophy, and Policy*, Princeton University Press, 1997.

Zaki, H. Ahmed., "El-Sissi's Women? Shifting Gender Discourses and the Limits of State Feminism", available at Cairn.info.

## Additional course information

Thierry Ngosso is a political philosopher. He holds a Ph.D. from the University of Louvain, Belgium and has been affiliated with the Catholic University of Central Africa in Cameroon, and the University of St. Gallen.

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/2)



## Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	50%
Duration	--

## Examination languages

Question language: English  
Answer language: English

## Remark

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## Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

## Supplementary aids

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## 2. Examination sub part (2/2)

### Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	50%
Duration	--

### Examination languages

Question language: English  
Answer language: English

### Remark

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### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

### Supplementary aids

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## Examination content

1. Group presentation (50%, group grade): Students will prepare a group presentation (3-5 students per group) on one of the topics indicated above. Each presentation will last about 40 minutes max. (25 minutes for presentation & 15 minutes for Q&A).
2. Students will write an individual normative paper at home (2500-3000 words max.) on topics related to the course content.

## Examination relevant literature

See course literature. Independent research is part of the examination performance.

### Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 22nd August 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 14 October 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 45 (Monday, 04 November 2024).