



Stockholm  
University

Department of Asian, Middle Eastern and Turkish Studies

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Gender and Feminism  
in the Middle East  
First cycle, 7.5 credits  
Spring semester 2020

# Contact information

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## The Department

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# Kursplan

för kurs på grundnivå

**Genus och feminism i Mellanöstern**  
**Gender and Feminism in the Middle East**

**7.5 Högskolepoäng**  
**7.5 ECTS credits**

<b>Kurskod:</b>	ABMGF2
<b>Gäller från:</b>	VT 2020
<b>Fastställt:</b>	2019-09-18
<b>Institution</b>	Institutionen för Asien- Mellanöstern- och Turkietstudier
<b>Huvudområde:</b>	Mellanösterns språk och kulturer
<b>Fördjupning:</b>	G1N - Grundnivå, har endast gymnasiala förkunskapskrav

## Beslut

Kursen är inrättad av Humanistiska fakultetsnämnden 2019-09-18 och kursplanen är fastställd av institutionsstyrelsen vid Institutionen för Asien-, Mellanöstern- och Turkietstudier 2019-09-18.

## Förkunskapskrav och andra villkor för tillträde till kursen

Engelska B/Engelska 6.

## Kursens uppläggning

Provkod	Benämning	Högskolepoäng
AB01	Genus och feminism i Mellanöstern	7.5

## Kursens innehåll

Denna kurs introducerar studenterna för genusvetenskap och ger ett genusvetenskapligt perspektiv på Mellanöstern och Nordafrika. Olika former av feminism och kvinnorörelsers historiska utveckling och nutida situation i Mellanöstern och Nordafrika studeras, liksom konstruktionen av femininet och maskulinitet i diskurser och praktiker.

## Förväntade studieresultat

Efter genomgången kurs skall studenten kunna:

- Visa grundläggande kunskap om feministiska rörelsers historiska utveckling i Mellanöstern och Nordafrika.
- Visa grundläggande kunskap om, och förmåga att förhålla sig kritisk och reflekterande till, tidigare forskning och teoribildning kring genus, sexualitet och identitet, med särskilt fokus på genusvetenskaplig forskning inriktad på Mellanöstern och Nordafrika.
- Visa övergripande kunskap om samtida genuspolitiska problem i Mellanöstern och Nordafrika, och hur olika politiska grupperingar behandlar dessa frågor.
- Utföra en mindre analys av relevanta, samtida sociala, kulturella och politiska fenomen i Mellanöstern och Nordafrika ur ett genusvetenskapligt perspektiv.

## Undervisning

Undervisningen består av föreläsningar och seminarier.

Undervisningen är obligatorisk

Undervisningen sker på det/de språk som är angivet för respektive tillfälle för kursen.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

### **Kunskapskontroll och examination**

a. Kursen examineras genom skriftliga inlämningsuppgifter.

Vid kurstillfällena som ges på svenska och engelska sker examination på engelska i de fall undervisning hålls på engelska.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

b. Betygssättning sker enligt en målrelaterad sjugradig betygsskala: A = Utmärkt, B = Mycket bra, C = Bra, D = Tillfredsställande, E = Tillräckligt, Fx = Otillräckligt, F = Helt otillräckligt.

c. De skriftliga betygskriterierna meddelas studenterna vid kursstart. Meddelade målrelaterade betygskriterier är bindande.

d. För att få slutbetyg på kursen krävs lägst betyget E på de skriftliga inlämningsuppgifterna, samt fullgjord närvaro om 80 %.

Om särskilda skäl föreligger kan examinator efter samråd med ansvarig lärare medge den studerande befrielse från skyldigheten att delta i viss obligatorisk undervisning. Studenten kan då åläggas en kompensationsuppgift.

Studenter som lämnar in tentamen senare än vid ordinarie inlämning kan endast erhålla betyg C-F.

e. För varje kurstillfälle erbjuds minst två examinationstillfällen. Det läsår som kurstillfälle saknas erbjuds minst ett examinationstillfälle.

Studerande som fått betyget Fx eller F på prov två gånger i rad av en och samma examinator har rätt att få annan examinator utsedd vid nästkommande prov, om inte särskilda skäl talar emot det. Framställan om detta ska göras till kursansvarig.

Studerande som fått lägst betyget E på prov får inte genomgå förnyat prov för högre betyg.

f. Möjlighet till komplettering av betyg Fx upp till godkänt betyg ges inte på denna kurs.

### **Övergångsbestämmelser**

När kursplanen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer.

### **Begränsningar**

Kursen får inte tillgodoräknas i examen samtidigt med sådan inom eller utom landet genomgången och godkänd kurs, vars innehåll helt eller delvis överensstämmer med innehållet i kursen.

### **Kurslitteratur**

För aktuell kurslitteratur hänvisas till ämnets webbsida på [www.su.se/asia/mena](http://www.su.se/asia/mena)

Aktuell litteraturlista finns tillgänglig senast två månader före kursstart.

# Syllabus

for course at first level

**Gender and Feminism in the Middle East**  
**Genus och feminism i Mellanöstern**

**7.5 Higher Education  
Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	ABMGF2
<b>Valid from:</b>	Spring 2020
<b>Date of approval:</b>	2019-09-18
<b>Department</b>	Department of Asian, Middle Eastern and Turkish Studies
<b>Main field:</b>	Mellanösterns språk och kulturer
<b>Specialisation:</b>	G1N - First cycle, has only upper-secondary level entry requirements

## Decision

The course has been approved by the Board of the Faculty of Humanities on 18 September 2019 and the syllabus for the course has been adopted by the Board of the Department of Asian, Middle Eastern and Turkish Studies on 18 September 2019

## Prerequisites and special admittance requirements

Swedish upper secondary school course English B, or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
AB01	Gender and Feminism in the Middle East	7.5

## Course content

This course introduces students to gender studies and provides a gender studies perspective on Middle East and North Africa. Within the course the students will study different types of feminisms as well as the historical development and current situation of women's movements in the Middle East and North Africa. The course will also reflect on the construction of femininity and masculinity in discourses and practices.

## Learning outcomes

In order to pass the course, students are expected to be able to:

- Show basic knowledge of the historical development of feminist movements in the Middle East and North Africa.
- Show knowledge of, and ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa.
- Show comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues.
- Perform an analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

## Education

The instruction will consist of lectures and seminars. Attendance on all instruction is compulsory. The instruction will be conducted in the language stated for the respective course instance. For more detailed information please refer to the course description. The course description will be available one month before

the course starts.

### **Forms of examination**

a) The course is examined through written assignments. The examination will be conducted in the language stated for the respective course instance. For more detailed information please refer to the course description. The course description will be available one month before the course starts.

b) Grades will be set according to a seven point scale related to the learning objectives of the course:

A = Excellent

B= Very good

C = Good

D = Satisfactory

E = Adequate

Fx = Inadequate

F = Totally Inadequate

c) The student will be informed of the written grading criteria when the course starts. The communicated grading criteria are binding.

d) In order to pass the course, students must receive a grade of E or higher on all examinations and meet the attendance requirement of 80 percent.

Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory teaching. The student may then be assigned a compensatory assignment.

Students who submit their exams later than the regular submission deadline can only receive the grade C-F.

e) At least two examination opportunities should be offered for each course when it is given. At least one examination opportunity should be offered during an academic year when the course is not given.

Students who receive the grade Fx or F twice by the same examiner are entitled to have another examiner appointed for the next examination, unless there are special reasons to the contrary. Such requests should be made to the person responsible for the course.

A student who receives the grade E or higher may not retake the examination to attain a higher grade.

f) The completion of a supplementary assignment in order to convert the grade Fx into a passing grade is not permitted for this course.

### **Interim**

When the syllabus is discontinued, a student has the right to be examined according to this syllabus once per semester during a winding up period of three semesters.

### **Limitations**

This course may not be included in a degree together with a passed course, taken in Sweden or elsewhere, of identical or partially similar content.

### **Required reading**

For up-to-date information about required reading, please refer to the department website at [www.su.se/asia/mena](http://www.su.se/asia/mena). The current reading list will be made available at least two months before the course starts.

# Gender and feminism in the MENA, 7.5 credits

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## Instructor

Elena Chiti [elena.chiti@su.se]

Phone: 08-16 22 83

## Course contents

This course introduces students to gender studies and provides a gender studies perspective on Middle East and North Africa. Within the course the students will study different types of feminisms as well as the history and current situation of women's movements in the Middle East and North Africa, but will also reflect on the construction of femininity and masculinity in discourses and practices.

The course is divided into three main blocks, followed by a final discussion:

Lessons 1-2 will provide an introduction to gender studies in general and in connection with the MENA region.

Lessons 3-6 will offer an historical overview of feminist movements in the MENA region.

Lessons 7-9 will be devoted to thematic approaches aiming to discuss gender norms, analysing both femininities and masculinities through specific case-studies.

## Course requirements

Attendance at all seminars is mandatory.

## Learning outcomes

In order to pass the course, students are expected to be able to:

- Show knowledge of the historical development of feminist movements in the Middle East and North Africa.
- Show knowledge of, and ability to relate critically and reflectively on earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa.
- Show knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues.
- Perform an analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

## Teaching and examination

Instruction is given in the form of seminars and lectures.

*Gender and Feminism in the MENA* is examined through a written assignment of 7 up to 10 pages (maximum). The students are expected to use theories, methods and concepts presented in the course literature and/or discussed during the lectures. On late submission, the student can only obtain grades from C to F.

## Grading criteria

**A** The student demonstrates in an **excellent** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 93-100 percent.

**B** The student demonstrates in a **very good** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 85-92 percent.

**C** The student demonstrates in a **good** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East



and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 77-84 percent.

- D** The student demonstrates in a **satisfactory** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 69-76 percent.

- E** The student demonstrates in a **sufficient** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 60-68 percent.

- Fx** The student demonstrates in an **insufficient** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies

on the Middle East and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 40-59 percent.

**F** The student demonstrates in a **totally insufficient** manner: basic knowledge of the historical development of feminist movements in the Middle East and North Africa, an ability to relate critically and reflectively to earlier research and theories about gender, sexuality and identity, with a particular focus on research within gender studies on the Middle East and North Africa, comprehensive knowledge of contemporary political gender issues in the Middle East and North Africa, and how different political groups deal with these issues as well as an ability to perform a smaller analysis of relevant, contemporary social, cultural and political phenomena in the Middle East and North Africa from a gender studies perspective.

The student has an attendance level of at least 80 percent. The student has submitted the required exam assignments and has received a weighted result, in accordance with the course description, of 0-39 percent.

*Both F and Fx are failing grades. The completion of a supplementary assignment in order to convert the grade Fx into a passing grade is not permitted for this course.*

*Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory teaching. The student may then be assigned a compensatory assignment.*

*Students who submit their exams later than the regular submission deadline can only receive the grade C-F.*

## **Course literature**

All the references in the course literature are mandatory. Optional references and other materials will be given during classes or upon request. The literature is available at Stockholm University Library or online. **Please come prepared to class.**

- ***Encyclopaedia of Islam:*** entry "Ḥidjāb"

- A.L. 2018. "How homosexuality became a crime in the Middle East", *Open Society*: <https://www.economist.com/open-future/2018/06/06/how-homosexuality-became-a-crime-in-the-middle-east>
- Abdelmoez, Joel W. 2017. "Women's status in Islamic texts and feminist interventions", *Orientaliska Studier* 152: 5-14.
- Abu Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others", *American Anthropologist* 104 (3): p. 783-790.
- Al-Ali, Nadje. 2016. "Sexual violence in Iraq: Challenges for transnational feminist politics", *European Journal of Women's Studies* 25 (1): 1-18. Final version available at: <https://eprints.soas.ac.uk/22128/>
- Al-Ali, Nadje. 2005. "Reconstructing Gender: Iraqi women between dictatorship, war, sanctions and occupation", *Third World Quarterly* 26 (4-5): 739-758.
- Alemdaroğlu, Ayça. 2005. "Politics of the Body and Eugenic Discourse in Early Republican Turkey", *Body & Society* 11(3): 61-76. Available at: <http://northwestern.academia.edu/AycaAlemdaroglu>
- Ali, Kecia. 2006. *Sexual Ethics and Islam. Feminist Reflections on Qur'an, Hadith, and Jurisprudence*. Oxford: Oneworld. (pages indicated in the course description)
- Badran, Margot. 2009. *Feminism in Islam: Secular and Religious Convergences*. Oxford: Oneworld (pages indicated in the course description)
- Badran, Margot. 1995. *Feminists, Islam, and Nation. Gender and the Making of Modern Egypt*, Princeton: Princeton University Press. (pages indicated in the course description)
- Butler, Judith. 1988. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory". *Theatre Journal*, Vol. 40 (4): 519-531 (accessible through Google Scholar).
- Dalacoura, Katerina. 2014. "Homosexuality as cultural battleground in the Middle East: culture and postcolonial international theory", *Third World Quarterly* 2014 35 (7): 1290-1306.
- Fausto-Sterling, Anne. 1993. "The Five Sexes: Why Male and Female Are not Enough", *The Sciences* Vol. 33 (2): 68-72.
- Ghannam, Farha. 2013. *Live and Die like a Man*. Stanford: Stanford University Press. (pages indicated in the course description)
- Kallander, Amy Aisen. 2018. "Miniskirts and 'Beatniks'. Gender roles, national development, and morals in 1960s Tunisia". *International Journal of Middle East Studies* 50 (2): 291-313.
- Kandiyoti, Deniz. 1991. "End of Empire: Islam, Nationalism and Women in Turkey", in Kandiyoti, D. (ed.) *Women, Islam and the State*. Philadelphia: Temple University Press: 22-47.

- Magnusson, Katja, 2019. *Girls in wedding dress. A study of early marriages among Syrian refugees in Lebanon*. MA thesis, Stockholm University (it will be posted in Athena)
- Thorbjørnsrud, Berit. 2003. "Weeping for the Muslim Cinderellas. A lament of tears shed though not shared", *Norsk tidsskrift for migrasjonsforskning* 2: 133-145. Available at: [https://www.academia.edu/16571243/Weeping\\_for\\_the\\_Muslim\\_Cinderellas.\\_A\\_lament\\_of\\_tears\\_shed\\_though\\_not\\_shared](https://www.academia.edu/16571243/Weeping_for_the_Muslim_Cinderellas._A_lament_of_tears_shed_though_not_shared)
- Weber, Charlotte. 2001. "Unveiling Scheherazade: Feminist Orientalism and the International Alliance of Women, 1911-1950," *Feminist Studies* 27(1): 125-157.

## Detailed schedule

For days, dates and location, please refer to the webpage [www.su.se/asia](http://www.su.se/asia). For up-to-date schedule as well as any changes to the schedule, please refer to TimeEdit.

All the references in the course literature are mandatory. Optional references and other materials will be given during classes or upon request. Please come prepared to classes.

### Lesson 1: Introduction to gender, sexuality and gender theories

**Watch:** Judith Butler, "Your Behaviour Creates your Gender" (interview, 3 min.) <https://www.youtube.com/watch?v=Bo7o2LYATDc>

**Read:** Fausto-Sterling (5 p.); Butler (13 p.); Badran 2009, p. 192-211.

**Key concepts:** gender, gender socialization, gender acts, gender performativity

### Lesson 2: Orientalism and gender stereotypes: "do Muslim women really need saving?"

**Watch:** Mohja Kahf, "A man who washes my dishes" (poem, 3 min.)

<https://www.youtube.com/watch?v=NxfAyADwM1w>

**Read:** Abu Lughod (8 p.); Thorbjørnsrud (12 p.).

**Key concepts:** gender stereotypes, veil discourses, orientalism, "feminist orientalism"

**Read (after the lecture):** Weber (32 p.)

### Lesson 3: Arab and Muslim feminisms 1 – Feminism and national liberation

**Read:** "Ḥidjāb" (in *Encyclopaedia of Islam*); Badran 2009, p. 1-32; Badran 1995, p. 31-45.

**Key concepts:** feminism, "secular feminism".

**Watch (after the lecture):** Interview with Leila Ahmed on her book *A Quiet Revolution*

<https://www.bing.com/videos/search?q=leila+ahmed+gender+and+islam&&view=detail&mid=25C07951CBA2ADBD2DBB25C07951CBA2ADBD2DBB&&FORM=VRDGAR>

#### **Lesson 4: Arab and Muslim feminisms 2 – Feminism and the nation-state**

Read: Kandiyoti 1991 (25 p.); Alemdaroğlu (16 p.)

**Key concepts:** modernization, state feminism, patriarchy

**Read (after the lecture):** Kallander (20 p.)

#### **Lesson 5: Arab and Muslim Feminisms 3 – Islamic Feminism**

**Read:** Badran 2009, p. 215-252; Abdelmoez 2017 (10 p.)

**Watch:** Amina Wadud, Conference “Islam, Feminism and Human Rights”:

<https://www.youtube.com/watch?v=V4vGz7gln8k> (51,28 min.)

**Key concepts:** “Islamic feminism”, gendered *ijtihad*

#### **Lesson 6: Gender and feminism in Arabic literature: three contemporary short stories**

GUEST LECTURER: Tania al-Saadi,

Associate professor in Arabic language and literature, Stockholm University.

Some optional reading will be made available via Athena.

#### **Lesson 7: Gender and social norms 1: Exploring Masculinities**

**Read:** Ghannam 4-105.

**Key concepts:** intersectionality; embodiment of social norms; trajectories; gendered subjectivities

#### **Lesson 8: Gender and social norms 2: Sex and sexuality**

**Read:** Ali, p. 56-96; Dalacoura (16 p.).

**Watch:** Samar Habib, “Let the Scholar Speak, even if it Scares You”, 2016: <https://www.youtube.com/watch?v=OQn6mdZXYWw> (TED Talk, 16,12 min.)

**Key concepts:** patriarchy, heteronormativity, non-heteronormative *ijtihād*

#### **Lesson 9: Gender and social norms 3: Gender and conflict, Early marriage among Syrian refugees**

GUEST LECTURER: Katja Magnusson, Journalist, Sveriges Radio

**Read:** Al-Ali 2005 (19 p.); Al-Ali 2016 (18 p.), Magnusson 2019

#### **Lesson 10: Final discussion**

# Examinations, rules and student influence

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## Examination

You will find the form of examination for the module you are following in the syllabus and in the course description, both of which are available on our home page or in Athena. Many modules have written examinations held in an examination hall at the end of the module. Other courses have take-home examinations, oral examinations or other examination assignments.

**NB! Only students who have registered to take the examination may take it! If you show up to the examination without having registered, you may not take the exam!** To register, log in to Ladok for students ([www.student.ladok.se](http://www.student.ladok.se)). If you encounter problems, please contact the Student Office.

At Stockholm University, there are common examination rules meant to ensure a fair examination. The below is an excerpt from the Rule Book (<https://www.su.se/medarbetare/organisation-styrning/styrdokument-regelboken/utbildning/regler-f%C3%B6r-tentamensskrivningar-vid-stockholms-universitet-1.26334>) and should be followed by all students:

### 1. The responsibility of the examinee to comply with the regulations

The examinee shall comply with the invigilator's instructions and orders. The examinee shall allow the invigilator to check identity documents and any material brought to the examination room.

### 2. Identity inspection and signature

The examinee shall present approved identity documents. Approved identity documents include a driving licence, a passport and an ID card with current validity. Approved identity documents also include a report to the police stating that the examinee's ID document has been lost or stolen. This report may not be more than three months old. Foreign identity documents, preferably passports and ID cards, will also be approved. The examinee shall write his/her name and personal identity number (or in the case of an anonymous exam other identification codes) according to the invigilator's instructions.

### 3. Seating in the examination room

Seating plans must always be posted before examinations take place in an examination room. The names of everyone who has registered for the exam must be written on these lists and it must be easy for the examinees to see which seat has been allocated to them. Examinees who have not signed up in advance will only be allowed to partake in the examination in as far as there is space and will be allocated seating by the

invigilator. In the case of examinations with less than 25 examinees exception will be made from the rule of seating plans.

#### **4. Personal belongings**

The examinee shall comply with the invigilator's instructions as to where to put bags and other personal belongings. Mobile phones and other prohibited technical equipment shall be turned off during the examination and stored with personal belongings.

#### **5. Assistive devices**

Only assistive devices or material that have been approved by the invigilator beforehand may be brought to the examination. In so far as an assistive device can store, render, or convey information, for example a calculator with a capacity to store data, the prerequisite for approval also applies to information that is in, or can be rendered or conveyed by, the device. Mobile phones may never be approved of as assistive devices.

#### **6. Paper**

Examinations may only be written on paper that is handed out by the invigilator. This also applies to scrap paper.

#### **7. Prohibition to leave the examination room earlier than after 30 minutes**

An examinee who does not wish to complete the examination may leave the examination room no sooner than after 30 minutes. An examinee who turns up after 30 minutes may not participate.

#### **8. Prohibition for examinees to converse**

Conversation between examinees or between an examinee and an outsider, for example via phone, may not take place until all participants have handed in their exams to the invigilator. This prohibition is applicable in the examination room as well as in the event of a visit to the lavatory.

#### **9. Breaks and visits to the lavatory**

When the examination lasts for longer than five hours there shall be a 30 minute break. The invigilator shall tell the examinees which toilets may be used and the examinee shall comply with the invigilator's instructions.

#### **10. Handing in**

The examinee may not take his/her examination out of the examination room but must hand it in to the invigilator. Note that even a "blank" examination must be handed in to the invigilator before the examinee leaves the examination room.

#### **11. Obligation for anyone who has behaved in a disruptive manner to leave the room**

An examinee who has behaved in a disruptive manner must, on instruction from the invigilator, leave the room. Disruptive behaviour may lead to disciplinary measures.



## 12. Cheating

An examinee suspected of cheating may continue to write the exam if the examinee hands in the prohibited assistive device. The invigilator shall offer the opportunity to exchange the prohibited device for an approved specimen. An examinee who refuses to present or hand in an assistive device may not continue the exam. Any cheating and/or disruptive behaviour will be treated by the Vice-Chancellor as a disciplinary matter, after a report from the head of department/director of studies.

## 13. In the event of fire alarm, bomb threat or the like

In the event of fire alarm, bomb threat or the like examinees shall follow instructions given by the invigilators. In such events the examination room must be evacuated immediately and the invigilators will serve as evacuation leaders. In the event of evacuation the examinees must be exhorted not to speak to each other in order, if possible, to be able to go back to writing after the fire alarm is over. The invigilator who is in charge shall, after consultation with the department, inform the examinees as to whether they may go back to writing the exam.

## Take-home examinations

Date and time for publication of the exam question(s) will be given in TimeEdit or Athena. A take-home exam is usually published and handed in through Athena. It will be available in Athena until the deadline, so you will not need to download it at the exact time of publication. You will find the deadline in TimeEdit or in Athena.

Just as with a written exam in an examination hall, a take-home exam must always be written *independently* unless otherwise specified in the course description. For more details about how to use sources and references in your take-home exam, see below under "Formalities: references and quotations".

## Special needs

If you have a disability and need special support and/or aids, you should make an application for special educational support in the system Nais. Do this well before the start of the course. In order to complete the application, you must attach documentation that confirms a permanent disability.

Following your application, a coordinator will contact you to book a personal meeting. After a meeting with the coordinator you will receive a certificate describing your recommended forms of support. You should then contact the Director of Studies for your subject ([hanna.kritz@su.se](mailto:hanna.kritz@su.se) for Japanese and Korean, [johan.fresk@su.se](mailto:johan.fresk@su.se) for Chinese, or [martin.safstrom@su.se](mailto:martin.safstrom@su.se) for Arabic and Middle Eastern studies).



The support available is for example adaptation of facilities, course literature as an audio book, note-taking support, mentor support, extended writing time during exams, etc.

For more information, see: <https://www.su.se/utbildning/studera-med-funktionsneds%C3%A4ttning/ans%C3%B6k-om-st%C3%B6d-och-anpassningar-1.20886> If you have any questions, please contact [studentstod@su.se](mailto:studentstod@su.se) or call 08-16 17 80.

## Course Evaluation

After the completion of a course module, you as a student have the right to express your opinions and describe your experience of the module in the form of a course evaluation. Course evaluations are given anonymously in connection with exams or the last lesson of a module. You can usually answer the course evaluation digitally via computer, mobile phone or similar. You will receive a link to the course evaluation to your email address and you will normally have one to two weeks to answer.

Results from the course evaluations, as well as teacher responses and decisions about measures to be taken, will be available for you as a student in a file at the Student Office within 10 weeks after completion of the course.

If for some reason you have not received the course evaluation for a module you have taken, please contact the Student Office ([exp.asien@su.se](mailto:exp.asien@su.se)).

## Formalities: source criticism and plagiarism

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### Source criticism

Remember to be critical of the sources you use and choose them carefully. It is always important to be able to explain why you have chosen a certain source.

Being critical of your sources is particularly important when you use information taken from the Internet. Check, for example, who wrote the information on the home page you used and why the home page has been created (e.g. for propaganda purposes).

Wikipedia is an example of a home page that is not considered a reliable source when you write an essay or a take-home exam. The reason is that voluntary contributors from all over the world have written the information found there. That means that the contents are open and free and everyone is able to add and take away information from Wikipedia.

For more books on thinking critically, see for example:

- Pernilla Hultén, *Kritiskt tänkande*, Malmö: Liber Förlag, 2007
- Thorsten Thurén, *Källkritik*, Stockholm, Liber AB, 2005

## Plagiarism

Feel free to study with your friends, but remember that examination assignments and essays are normally done independently unless otherwise indicated in the course description.

When your examination assignment or your essay is to be handed in, it is important that you work independently. You are not permitted to plagiarise from another student, a book or an Internet source.

Plagiarism means using something that someone else has written without giving the source. Since much of what you write as a university student is based on previous research, you will need to use other sources. That is why it is very important that you are careful about where you get your information. Read more about this under "Formalities, references and quotations" below.

If you feel uncertain about how to deal with plagiarism, ask the teacher who runs your course. Often misunderstandings lead to suspicions of cheating, and it is therefore extra important that you are aware of the rules when it comes to giving sources.

All employees at Stockholm University are obliged to report disciplinary matters such as suspected cheating at an exam or similar. Such a report is made to the Director of Studies at the department. If you wish to read Stockholm University's guidelines for disciplinary matters in full, please see

[https://www.su.se/polopoly\\_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf](https://www.su.se/polopoly_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf) (Swedish)

### Online resources for more information on plagiarism:

Urkund's anti-plagiarism hand book, <http://www.urkund.se/se/student>  
Skrivguiden (Swedish writing guide), <http://skrivguiden.se/>

# Formalities: references and quotations

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When you write an examination assignment in the form of an essay or a take-home exam, it is important that you are careful to report the sources you have used in your work. You do this by giving references in the form of notes, and a list of sources.

There are many books about how to deal with references, both at the library and on the Internet. Below you will find a summary of some of the things that are important to bear in mind concerning references.

When you write an examination assignment (for example a BA or MA thesis) you should also take into account what applies to your particular course. See the course description for your course.

## References in texts, different models

There are various models for dealing with references in texts. Two commonly used models are the *Harvard Model* and the *Oxford Model*.

If you use the Harvard Model you refer directly in the text, and if you use the Oxford Model you refer in a footnote (see the examples below). It is not that one of these models is right or wrong, but rather there may be a tradition of using one or the other in your particular field. It is important for you to be consistent in your choice of model, so that you always refer in, for example, footnotes if that is what you decide on.

## Quotations, about the use of notes

Quotations are commonly used in texts. Quoting means that you reproduce word by word something that someone else has said or written. A quotation must always be given exactly, even if it contains spelling mistakes. After the quotation you must always state where it comes from. You do this directly afterwards, either in a footnote or in brackets, depending on the model you have chosen.

If there is a spelling mistake in the quotation, you can indicate it with [sic] directly after the spelling mistake to show that that you are not the one who has made the mistake. If the spelling mistake is particularly serious, you can write [sic!].

A reference after a quotation according to *the Harvard Model* might look like this:

“A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice.” (Persson & Sahlin, 2013:205).

A reference after a quotation in the form of a footnote according to *the Oxford Model* can look like this:

"A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice."<sup>1</sup>

### Longer quotations

If a quotation is short, as in the examples above, it is placed directly in the text. If the quotation is a long one, it should be placed in a paragraph of its own, for example:

För den franske litteratur- och kulturteoretikern Roland Barthes är det centralt att berättarinstansen skiljs ifrån författarens och berättelsens subjekt (1988). Den som talar i berättelsen är inte den som skriver i verkliga livet. Och den som skriver är inte den som är. Det finns enligt Barthes två olika sorters berättarpositioner: berättaren som personlig eller opersonlig berättarinstans. Detta motsvarar inte givet skillnaden mellan en berättare i första respektive tredje person. En berättelse kan skrivas i tredje person och ändå vara personlig.<sup>2</sup> *or* (Johansson, 2005:39).

Note that the quotation above is placed in a paragraph of its own, with an empty line at the beginning and at the end, and that it has a margin on both sides. A quotation of this kind need not have quotation marks at the beginning and end.

### Quotations within quotations

If the person you quote has in turn quoted someone else, this should be shown within single quotation marks, for example:

"Finally, upon reaching the attractive landscapes in Mitava, he writes: 'The countryside here is much prettier than Livonia, through which one would not regret to travel with his eyes half closed.'"<sup>3</sup> *or* (Lewis, 1995:57).

### Referring to the same author and work immediately after each other

If you quote or refer to the same author and work immediately after each other, you need not rewrite the whole reference. Instead, write "ibid" if it also refers to the same page. If it refers to another page in the same work and by the same author, write "ibid, 43".<sup>4</sup>

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<sup>1</sup> Johannes Persson & Nils-Eric Sahlin. *Vetenskapsteori för sanningssökare*: Fri Tanke Förlag, 2013, 205.

<sup>2</sup> Anna Johansson. *Narrativ teori och metod*. Lund: Studentlitteratur, 2005, 139.

<sup>3</sup> S. Mark Lewis, *Modes of Historical Discourse in J.G Herder and N.M Karamzin*. New York: Peter Lang Publishing Inc, 1995, 57.

<sup>4</sup> Ibid means "in the same place" and is an abbreviation of the Latin *ibidem*

## Summary

A summary is an account of an author's text in your own words. This makes it possible for you to choose what you feel is central or what you feel is most relevant for your assignment. If you insert your own opinions or suppositions, you must make sure to indicate that.

You do not need to use quotation marks in a summary but you must indicate the reference so that the reader can find the source. Put the reference in brackets in the text or in the form of a footnote (see above).

## List of References/Bibliography

The List of References, also called Bibliography, is the list of books and articles you have used when writing your examination assignment. The List of References must always be given at the end and if you like you can divide it into Primary and Secondary Sources, or Internet-based material, Articles, Interviews and so on if you have used such material.

The List of References must be in alphabetical order according to the author's last name and may look like this:

Hamori, Andras, *On the Art of Medieval Arabic Literature*, Princeton, New Jersey: Princeton University Press.

If you have used two or more books by the same author, you do not need to write the author's name more than once. Note that the books should be arranged chronologically. It may look like this:

Mernessi, Fatima. *Women and Islam. An Historical and Theological Enquiry*. Oxford: Blackwell Publishers. 1991.  
\_\_\_\_\_, *Women's Rebellion & Islamic Memory*. London and New Jersey: Zed Books. 1996.

## Chapters in a book

When you refer to a whole book, you need not give the number of pages, but if you use one chapter in an anthology, you should give the page numbers in your bibliography, for example:

Lee, Peter & Ashby, Rosalyn. "Progression in Historical Understanding among Students Ages 7-14", *Knowing, Teaching & Learning History. National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas and Sam Wineburg, New York and London: New York University Press. 2000. pp. 199-222.

## Articles

If your source is an article, it may look like this in your bibliography:

Kessy, Emanuel Thomas. "The Transition from The Later Stone Age to Iron Age in Kondoa, Central Tanzania", in *The African Archaeological Review*. Vol. 30 No. 3 September 2013, pp 225-252.

### **Internet sources**

If your source is a page from the Internet, for example from a work of reference, there is often a note on how to refer to it on the same page. What distinguishes an Internet source from a printed source is that you should indicate *when* you have read the page.

### **Online reading tips**

<https://www.su.se/utbildning/studie-och-spr%C3%A5kverkstaden/v%C3%A5ra-b%C3%A4sta-tips/s%C3%A5-sammanfattar-du-och-refererar-till-k%C3%A4llor-1.343151>

<https://www.su.se/biblioteket/forskarst%C3%B6d/referenshantering>