

**For practical training in a project format
(as per the initiative of HSE University staff¹)**

Practical training element	Project
Project type (if a project)	Research
Project name	Women’s Movements in the Islamic World from the mid-19th century to the present: The case of Iran
Subdivision - project initiator	Institute for Oriental and Classical Studies
Project head	Dr Mozhgan Samadi
Main place of the project head’s employment at HSE University	Institute for Oriental and Classical Studies
Supervisor’s contact details (e-mail)	m.samadi@hse.ru
Project co-heads at HSE University (<i>if any</i>)	-----
Contact details of co-heads at HSE University (e-mail)	-----
Key project idea / description of the problem under consideration	<p>As an Iranian woman, whose PhD thesis was devoted to the situation of women under ideological regimes, I encounter many questions about the current movement in Iran which started in September 2022 with the slogan ‘Woman, Life, Freedom’.</p> <p>This project aims to study Iranian women’s historical endeavour for equality and social empowerment. The thematic scope of the project begins with the execution of poetess and theologian Fatemeh Baraghani in 1852 due to her uncommon interpretation of Islamic traditions and her unveiled appearance in public. The upper chronological boundary of the project is the current nationwide protest movement following the murder of a 22-year Kurdish woman Mahsa Amini, in September 2022 by the vice squad of the Islamic Republic of Iran (gasht-e ershad) for “wearing an inappropriate hijab”.</p> <p>Women's movements in Iran go back to the nationalist sentiments dominant in the Middle East of the 19th century. Nationalists of the time struggled against the fossilized interpretation of Islam, against tyranny, and colonialism. They considered, among other things, women’s education, their social empowerment, and gender equality before the law vitally necessary to overcome backwardness. On the other hand, given the focus of Middle Eastern female activists was not on women’s rights but those of the entire nation, they gained vast support on behalf of male intellectuals, nationalists, and religious intelligentsia.</p> <p>Contemporary women’s movement in Iran includes the following three main types of feminist activism in the</p>

¹ Project work initiated by HSE University’s staff can be organized jointly with partner organizations.

	<p>Middle East and Islamic communities around the world, namely Western, Islamist, and Islamic feminism. My project comparatively studies these three types of feminist activism in the Islamic World through the analysis of their particular case in Iran.</p>
<p>Goal and objectives of the project</p>	<p>This project aims at:</p> <ul style="list-style-type: none"> i) Identifying Iranian women’s movements for equality and empowerment from the middle of the 19th century onwards. ii) Analysing the three main types of feminist activism in the Middle East and Islamic communities around the world, namely Western, Islamist, and Islamic feminism, through the case of Iran.
<p>Project assignment/ task</p>	<p>The project involves the implementation of individual and group research, analytical work, and tasks to achieve the following targets:</p> <ul style="list-style-type: none"> i) to work with a mix of published and recorded primary sources including, poetry, novels, movies, and documentaries from a multidisciplinary angle. Primary sources may be in Persian, Russian, and English languages, ii) to use secondary sources to identify, analyse, and compare the main discourses presented in primary sources, iii) to improve intellectual and analytical skills of the participants in the project through analytical and critical thinking, synthesis and analysis of data and information as well as to develop advanced skills of written and verbal communication, organization and expression of ideas, discussion and debating ethics in English.
<p>Project deliverables, special or functional requirements regarding project outcomes</p>	<p>The selection of participants takes place on a competitive basis. Main requirements:</p> <ol style="list-style-type: none"> 1. An academic achievement and motivation letter (it should be about one A4 page in English. Students should describe therein their scientific interests, as well as their vision of how participation in the project will help their professional and personal development). 2. An acceptable level of English is needed. All the meetings, discussions, round tables, essays, etc. will be in English.

	<p>3. Priority is given to those who are familiar with the Persian language, although other students are also welcome.</p> <p>4. This project will also be beneficial to those who are not familiar with any Middle Eastern language but intend to improve their level of English.</p>
Starting date of project	February 1 st , 2023
Final date of project	June 30, 2023
Workload (hours per week) per participant	8
Anticipated number of participants (vacancies) on project team	15
<p>Vacancies (roles), short description of tasks, number of credits assigned, and qualification criteria for project participants (<i>description of a single vacancy will be sufficient, if all participants perform similar works</i>)</p> <p><i>Credits per participant shall be calculated as: the duration in weeks * the project's workload in hours / 25</i></p>	<p>The current name of this project is presented in a generalised form. Before the project starts, each participant chooses one of the three studying groups of history, literature, and cinema. The members of each group divide the research context into several periods. Each group member works on the primary and secondary sources relevant to a specific period.</p> <p><u>Vacancy №1:</u> Student Researcher Tasks (History): an individual and group (of 5 people) survey, analytical and research work on the history of Iranian women's movements from the middle of the 19th century until now within the framework of the project, participation in discussions and round tables, fulfilling the tasks of the project manager.</p> <p>Number of credits: 6</p> <p>Qualification criteria: Bachelors and Masters.</p> <p><u>Vacancy No.2:</u> Student Researcher Tasks (Literature): an individual and group (of 5 people) survey, analytical and research work on Persian literary products related to the Iranian women's movements from the middle of the 19th century until now within the framework of the project, participation in discussions and round tables, fulfilling the tasks of the project manager.</p> <p>Number of credits: 6</p> <p>Qualification criteria: Bachelors and Masters.</p> <p><u>Vacancy № 3:</u> Student Researcher Tasks (Cinema): an individual and group (of 5 people) survey, analytical and research work on Iranian cinematic products related to the Iranian women's movements from the middle of the 19th century until now within the framework of the project, participation</p>

	<p>in discussions and round tables, fulfilling the tasks of the project manager.</p> <p>Number of credits: 6</p> <p>Qualification criteria: Bachelors and Masters.</p>
Total credits	90
Final assessment format	See the formula for resulting grade (below)
Format of results subject to assessment	Monthly progress report. Presentation of the results of individual and group research and analytical work at one round table. Drawing up a general comparative/analytical table/report.
Formula for resulting grade, possible assessment criteria, including all requirements and parameters	<p>Monthly progress report - 20%</p> <p>Short oral presentation at the round table - 30% (*2)</p> <p>Participation in the preparation of a comparative/analytical table (report) - 20%</p>
Retakes in case of unsatisfactory grades	No
Anticipated educational outcomes of the project	<p>The outcomes of this project are divided into two categories:</p> <p>1) Knowledge and understanding.</p> <p>The first outcome of this project is:</p> <p>i) identifying Iranian women's movements from the middle of the 19th century onwards. This will be done through recommending to the participants a mix of published and recorded materials including movies and documentaries, etc.</p> <p>ii) analysing the three main types of feminist activism in the Middle East and Islamic communities around the world, namely Western, Islamist, and Islamic feminism, through the case of Iran. Students will gain knowledge about various online databases and other sources of information about the project topic.</p> <p>2) Intellectual skills.</p> <p>The second outcome of this project is to improve intellectual skills of the students through analytical and critical thinking, synthesis and analysis of data and information as well as to develop advanced skills of written and verbal communication, formulating and expression of ideas, discussion and debating ethics.</p>
Special aspects of the project implementation: territory, time, information resources, etc.	Communication and activities are carried out online.
Recommended educational programmes	<p>No prior Middle Eastern training needed.</p> <p>Бакалавриат:</p>

	<p>История Культурология Женские и гендерные исследования Филология Язык, литература, и история Ирана Политология Социология Международные отношения Мировая экономика Востоковедение Программа двух дипломов НИУ ВШЭ и Лондонского университета по международным отношениям География глобальных изменений и геоинформационные технологии</p> <p>Магистратура: Современный социальный анализ (Санкт-Петербург) Сравнительная политика Евразии (Санкт-Петербург) Сравнительная политика России и Евразии (Санкт-Петербург) Бизнес и политика в современной Азии (Санкт-Петербург) Глобальная и региональная история (Санкт-Петербург) История современного мира Мусульманские миры в России: история и культура Культурные исследования Философия и история религии Комплексный социальный анализ Международные отношения в Евразии Международные отношения: европейские и азиатские исследования Мировая экономика Политика. Экономика. Философия Политический анализ и публичная политика Социально-экономическое и политическое развитие современной Азии Сравнительные социальные исследования</p>
Students submits a CV (resume)	No
Students submit a motivation letter	Yes (in English)