

## Developmental Psychology (PSY241)

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

### The Hijab in Islam by Samantha Johnson

Students will read and watch a video clip about the wearing of the hijab in various countries in the Middle East. They will then assess and discuss the purpose of wearing the hijab and reasons given for wearing it. Students will make comparisons between the hijab and symbols of faith/traditions/identity in the US.

#### Objectives:

The purpose of this activity is to help students understand how the hijab is used as a symbol of several aspects of an individual's identity.

#### Global Learning Outcome:

1. Students will be able to identify different types of veiling.
2. Students will be able to watch a video of veiling in Syria and identify reasons for wearing a hijab.
3. Students will read an article about wearing a hijab in Pakistan and identify reasons given by women in the study.
4. Students will make comparisons between their culture and Middle Eastern culture with reference to symbols of personal identity.

#### Time:

60 minutes

#### Materials:

Hijab Assignment (attached)

[World Map](#)

[CIA Factbook - World Religions by Country](#)

[Basic Information about Veiling](#) (Article)

[Different Muslim Veils](#) (Images)

[Hijab and Niqab: Muslim Women 'Cover Themselves to Assert Their Identity'](#) (Article)

[The Light in Her Eyes - Hijab: A Symbol and an Identity](#) (Video 3:41)

[Conditions of Wearing Hijab - Pakistan Study](#) (Article)

[Cross Cultural Head Coverings](#) (Article)

**Procedure:**

1. Students will complete an assignment about the meaning of hijab, why it is worn, and relate it to expression of one's own identity.
2. Students will be given articles to read to complete the assignment.
3. Students will watch a video clip in class.

**Assessment:**

Students will be assessed by a grading rubric (see attached).

# THE HIJAB

## ASSIGNMENT

Click on the articles and the databases below to answer the questions for this assignment. Students should reference the grading rubric to understand how this assignment will be graded.

[World Map](#)

[CIA Factbook - World Religions by Country](#)

[Basic Information about Veiling](#) (Article)

[Different Muslim Veils](#) (Images)

[Hijab and Niqab: Muslim Women 'Cover Themselves to Assert Their Identity'](#) (Article)

[The Light in Her Eyes - Hijab: A Symbol and an Identity \(Video 3:41\)](#)

[Conditions of Wearing Hijab - Pakistan Study](#) (Article)

[Cross Cultural Head Coverings](#) (Article)

1. Where is Syria? Pakistan? What countries surround each?
2. What is the majority religion for Syria, Pakistan, and the US?
3. What does hijab mean?
4. What are the different types of Muslim veiling? Provide a short description for each.
5. What are reasons head coverings have been worn throughout history? Provide at least two specific examples from your readings to support the reasons listed.
6. From the various readings and video clip provided, give at least three reasons why women choose to wear the hijab. Give reasons why women may choose not to wear the hijab.

7. Specifically in reference to the Pakistan study, what were the main findings about veiling? What did the authors specifically state was not a reason given by the study participants for veiling?

8. Other than head coverings, what are ways that individuals may choose to express various aspects of their identity? How do you express various aspects of your identity?

9. What was your biggest “take away” from studying this material? Did it challenge any of your previously held beliefs about the wearing of the hijab?

**Grading Rubric for Maternal Mortality Assignment:**

Question	0 Points	5 points	10 points
1	Student did not describe where Syria and Pakistan are.	Student described where Syria and Pakistan are.	Student described where Syria and Pakistan are explicitly and thoroughly.
2	Student did not provide majority religions for any of the countries specified.	Student provided majority religions for countries specified.	Student provided majority religions for countries specified explicitly and thoroughly.
3	Student did not provide definition for the hijab.	Student provided definition for the hijab.	Student provided definition for the hijab explicitly and thoroughly.
4	Student did not name different types of Muslim veiling.	Student named different types of Muslim veiling.	Student named different types of Muslim veiling and provided clear and thorough examples of each.
5	Student did provide reasons for wearing head coverings throughout history.	Student provided 2 reasons for wearing head coverings.	Student provided 2 reasons for head coverings and provided specific examples.
6	Student did not accurately answer.	Student provided some reasons for wearing/not wearing the hijab but did not completely answer the question.	Student provided at least three reasons women choose to wear the hijab and reasons women may choose not to wear the hijab.
7	Student did not reference information from Pakistan study.	Student partially answered question with reference to the Pakistan study – but did not provide full answer.	Student provided the main findings about reasons to veil and referenced the reasons NOT given to veil from the study.
8	Student did not give examples of other means of identity expression.	Student gave examples of identity expression, but did not specifically provide examples of their own (or vice versa).	Student gave other ways individuals may choose to express their identity or than head coverings and provided their own personal examples.

Question	0 Points	5 points	10 points
9	Student did not state the biggest “take away”	Student stated the biggest “take away”.	Student stated the biggest “take away” explicitly and thoroughly and included any challenges to previously held beliefs.
Errors	Student made more than 4 spelling, grammar, usage, capitalization or punctuation errors.		Student answered all questions in full sentences and made less than 4 spelling, grammar, usage, capitalization, or punctuation errors.