

Narratives of Rights, Honor, and Wisdom in a Transnational Women's Education Project

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In the post 9/11 era, international interest in modernizing Muslim societies presents women's education as a solution to issues ranging from poverty to gender empowerment. In this narrative of global modernity, educated Muslim women are viewed as agents to restructure their *traditional* societies. Using ethnographic data, this paper shows how in a transnational women's education project, women teachers from low-income and rural Pakistani communities employ the notion of "wisdom" to construct and perform an educated subjectivity that brings together Islamic values with modern educational reforms. Through Butler's performativity framework, I demonstrate how local and global discourses overlap to shape narratives that define individual rights as well as family honor as part of the educated subjectivity of Pakistani Muslim women.