**SOC 343: WOMEN: OPPRESSIONS AND RESISTANCES 2018/2019**

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Course Description:

"The sociological perspective is one that roots the experience of individuals and social groups in the social organization of the society in which they live...Like other major sociological categories--class and race--gender influences who we will become in society, what resources will be available to us, and how we are defined by others...The sociological perspective is particularly significant to feminist thought because it ties individual experience to the social organization of society"

M.L. Andersen, Thinking About Women

We analyze the various ways in which social institutions combine with cultural values to shape women's position in society and examine how gender inequality is experienced, along with racial and class inequality, in contemporary society. We also explore the many ways that women challenge these restraints through individual and collective acts of defiance. The focus is on women and violence and women and war, with special consideration given to the experiences of women in Afghanistan.

Course Objectives:

Students should emerge from the course with a clearer understanding of how gender inequality is experienced by women in modern society. They should also gain insight into the impact of both personal and social violence on women’s lives and the actions taken by women to challenge such violence. Students should, in both written and verbal form, be able to effectively articulate, evalulate, and critique various   
sociological ideas concerning women and violence using professional language, theory and standards. This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy.

Evaluation Criteria:

Class activities will vary from day to day. Students are expected to complete all readings before the beginning of the class period during which they are assigned, to attend class, to contribute to classroom discussion, and to complete all written assignments on time. Class attendance is expected and each unexcused absence will result in the lowering, by l/2 a grade point, of the student’s overall class participation grade. The course features a relatively heavy reading schedule and challenging reading materials. Lectures and class discussions will focus on developing an in-depth understanding of the assigned material.

Each student is responsible for one take-home midterm examination, one research paper on women and violence in war, two informal class presentations, and daily class participation that will include a written component. No late written work will be accepted unless prior arrangements have been agreed to in writing.

The mid-term examination will feature two required essays that will ask you to analyze key issues raised in the course. The research paper will ask you to describe and analyze an instance of women and violence in war, drawing upon course readings and outside sources. Class presentations will focus on understanding the features structuring the lives of women in military positions and conflict situations and women’s actions to improve their circumstances in such settings. Daily participation will ask you explore major ideas covered in each of the day’s readings. Written summaries of selected chapters will be assigned to be handed in at times in order to increase the depth of your engagement with the course material and to facilitate active class participation. Selected daily writing summaries may be collected for evaluation as part of the participation grade.

Excellent examinations, research papers, and class presentations will be well organized and well argued. They will demonstrate evidence of critical thinking, and indicate both breadth and depth of understanding of the course material. Excellent class participation will depend both upon attendance in class and upon your ability to outline major ideas covered in each of the day’s readings, to connect ideas in each day’s readings with those addressed in earlier books and articles, and to reflect upon the day’s readings through an identification of issues the readings raise for you. Evaluation of daily work will depend both upon evidence of high levels of engagement with the course materials.

THE FINAL GRADE FOR THE COURSE WILL BE ARRIVED AT IN THE FOLLOWING MANNER:

Mid-term Examination -- 30% of the grade

Research Paper -- 30% of the grade

Presentation One -- 10% of the grade

Presentation Two -- 10% of the grade

Class Participation -- 20% of the grade

Textbooks:

-Carol Cohn, (ed.), Women and Wars, Polity Press, Cambridge, UK, 2013.

-Ann Jones, Kabul in Winter. 2006.

-Sally Armstrong, Veiled Threat: The Hidden Power of the Women of Afghanistan. 2002.

-Cheryl Benard, Veiled Courage. New York: Broadway Books. 2002 [**This book** w**ill be on reserve in the library. You do not need to purchase this text.**]

-Helen Benedict, The Lonely Soldier: The Private War of Women Serving in Iraq. 2009.

-Anand Gopal, No Good Men among the Living, Picador Press, Henry Holt and Company, New York, 2015.

-Laura Bush, We are Afghan Women: Voices of Hope. New York: Scribner (George W. Bush Institute, 2016. **[This book will be on reserve in the library. You do not need to purchase this text. ]**

Several additional articles will be utilized in the course. They are identified on your syllabus with an ® and are available on moodle.

# Academic Honesty Expectations:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is his or her work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading, “Academic Policies-Honesty in Academic Work.”

# Students with Disabilities:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see The Disability Services and Resources Web Page.

**COURSE OUTLINE**

The daily class schedule is noted in the course outline. The instructor reserves the right to add or delete hours or readings to the daily schedule if it becomes necessary in order to complete the assigned material. All readings must be completed before class meets. All readings identified with an ® are available on moodle. In order to facilitate effective class discussion, please bring hard copies of all articles with you to class on the day for which they are assigned. **Starred articles \*\* will be summarized, with appropriate questions, and handed it at the end of each week.**

**DAY ONE**—Monday: **The Multidimensional Character of Oppression and Resistance: Woman and Wars/First Nation’s Women**

***COME TO CLASS WITH FIRST DAY’S READINGS COMPLETED AND READY TO DISCUSS.***

Course will meet: 12:30-3:00.

**Readings:**:

\*\*-Carol Cohn, “Women and Wars: Toward a Conceptual Framework,” in Carol Cohn (ed.), Women and Wars. Cambridge, UK: Polity Press, 2013, pp. 1-36

**-®,** Kate Stanley, “Thoughts on Indian Feminism,” in Amy Kesselman, et. al., Women, Images and Realities, A Multicultural Reader (4th Ed.). Boston: McGraw Hill. Pp. 538-539. 2008. Pp. 573-577**.**

**-®** Winona LaDuke, “Introduction,” in All Our Relations: Native Struggles for Land and Life. Cambridge, MA: South End Press. 1999. Pp. 1-6. **.**

**-®** Winona LaDuke, “Struggles of Responsibility,” in Women, Images and Realities, (4th Ed. ) Pp. 597-599. .

**Video: Homeland—Women activists in Montana—333.2 G91 4h 2005 Library DVD [If time permits we may also view part of homeland—Life on Pine Ridge Reservation]**

**DAY TWO—**Tuesday:  **Controlling Women's Bodies and Practicing Gender Violence through the controlling of First Nation Women’s Bodies by Sterilization and Rape**

Course will meet: 12:30-3:00.

**Readings:**

\*\*-® Martha Ward and Monica Edelstein, "Who Owns Her Body?" in A World Full of Women (5th Ed.). Pp. 214(beginning with Human Rights and Cultural Relativism)-220 (end of first paragraph), 226 (beginning with case study number 2)-229 (end at beginning of case study number 3), 231(beginning with Women’s Rights and Critical Cultural Relativism)-234.

-®Paula Gunn Allen, “Angry Women are Building,” in Disch, Reconstructing Gender (3rd Ed.). Pp. 57-61. (Old piece, interesting ideas)

-® Bruce E. Johansen, “Reprise/Forced Sterilizations: Native Americans and the “Last Gasp of Eugenics,” in Native America’s Journal. Vol XV, Number 4, Winter l998. Pp. 44-47.

-® Indian Law Resource Center, “Ending Violence Against Native Women.” Found at <https://indianlaw.org/issue/ending-violence-against-native-women>

**-®** Indian Law Resource Center, “Strong Women, Strong Nations.” Found at <https://indianlaw.org/safewomen>

-® National Congress of American Indians, Policy Insights Brief—Statistics on Violence Against Native Women. NCAI Policy Research Center-February 2013

-® Amnesty International, Maze of Injustice: The Failure to Protect Indigenous Women from Sexual Violence in the USA. 2007. Pp. 1-100. **Unfortunately, whole article did not print. So, we will not read it.**

**Video: Short video from the Strong Women, Strong Nations Project. We may also view a movie on the gender violence in the Congo if time permits in preparation for Monday’s readings.**

**DAY THREE:** --Wednesday: **The Political Economy of War and Refugees.**

Course will meet: 12:30-3:00

**Readings:**

\*\*-Angela Raven-Roberts, “Women and the Political Economy of War,” (Discussion led by Mary Jo and Mia) and \*\*Wenona Giles, “Women Forced to Flee: Refugees and Internally Displaced Persons,”(Discussion led by Kendra, Chantelle, and Alejandro) in Carol Cohn (Ed.), Women and Wars. Cambridge, UK: Polity Press, 2013, Pp. 36-53, 80-101

DAY FOUR—Thursday: Controlling Women's Bodies and Practicing Gender Violence: War-Torture, Exploitation, and Rape

Course will meet: 9:00-ll:00 and 12:30-3:00.

**Readings:**

\*\*-® Zillah Eisenstein, Introduction and Writing Hatred on the Body, in Hatred: Racialized and Sexualized Conflict in the 21st Century. New York: Routledge, l996. Pp. 13-14 and 21-42.

**-®** The Impact of the U.S. Military on Women Overseas, in Women’s Lives: Multicultural Perspectives, pp. 380-381

**Video: Heaven and Earth**

**DAY FIVE**-Friday: **Controlling Women’s Bodies and Practicing Gender Violence: War-Torture, Exploitation, and Rape**

Course will meet: 9:00-12:00

\*\*-® Pamela DeLargy,” Sexual Violence and Women’s Health in War,” in Carol Cohn (Ed.), Women and Wars, Cambridge, UK: Polity Press, 2013, pp. 54-79. (Discussion led by Mary Jo, Chantelle, and Alejando)

\*\*-® Ann Jones, “War is Not Healthy”, “Cote d’Ivoire,” in War is not Over when it’s Over,” New York: Metropolitan Books, 2010, pp. 1-55.

**Video: Women, War, and Peace—Bosnia--Afternoon 303.66 W8427 20ll (Library DVD)**

**View:**

**WEEKEND ASSIGNMENT:**

**Watch the dvd, entitled--**THE INVISIBLE WAR IT IS A LITTLE OVER TWO HOURS LONG. To be found at: <http://www.documentarytube.com/videos/the-invisible-war>

**DAY SIX** –Monday: **Women and War: Women’s Participation in the Armed Forces**

Course will meet: 12:30-3:00.

**Readings:** -® Erin Solero, Women in the Line of Fire. Emeryville, CA: Seal Press. 2006.

(History of Women in the Military, Beginning of active service today) Pp. 7-42(to end of third paragraph), 69 (beginning after break)-73, **111-125** (break to break), 291-297 (to break).

\*\*-Jenifer G. Mathers, “Women and State Military Forces,” (Discussion led by Kendra and Mia) in Carol Cohn, (Ed.), Women and Wars, Cambridge, UK: Polity Press. 2013, pp. 124-145.

**DAY SEVEN-**Tuesday: **Women and War: Women’s Participation in the Armed Forces**

**Course will meet:** 9:00-ll:00 and12:30-3:00.

**Readings:**

-® Kirsten Holmstedt, “Schoolhouse Rocks,” Read together

“Taking Command of the Herk,” Mia and Alejandro present,

“The Healers of the Guardians of Peace,”Kendra, Mary Jo, Chantelle present.

All from Band of Sisters: American Women at War in Iraq. Mechanicsburg, PA: StackPole Books. 2007, pp. 1-25, 185-216, 253-272.

-® Andrew Swick and Emma Moore, “The (Mostly) Good News on Women in Combat: What is the state of female combat integration across the military Services?” The Center for American Security, April 19, 2018, Pp. 1-5.. Found at: <https://www.cnas.org/publications/reports/an-update-on-the-status-of-women-in-combat>

**ASSIGNMENT DUE: Summaries of all starred articles from week one and Monday week two are due at the beginning of class on Tuesday.**

**Morning Video: Watch Lioness in the morning.**

**Afternoon Activity: Discussion of Schoolhouse Rocks, The Mostly good news on Women in Combat, and 15 minute group presentations of two chapters from Band of Sisters: American Women at War in Iraq in the afternoon**

**Tuesday Evening Activity: WATCH the DVDS-An Afghan Village and Afghan Women on the library’s electronic source, Kanopy to see what village life was like in the mid-1970s. These are part of the anthropological series FACES OF CULTURE. Be Patient. These are informative but a bit slow. All together about l and ½ hours of film.**

**DAY EIGHT:** Wednesday: **Women and War-Becoming a Soldier, Being a Soldier, After Soldiering – Problems of Gender Violence/ Introduction to life in Afghanistan before the Wars.**

Course will meet: 9:00-11:00 and 12:30-3:00.

Readings

-\*\*® Erin Solaro, Women in the Line of Fire. Pp. 328-338. Read together

-Helen Benedict,” The Lonely Soldier,” Read together

“They Break You Down, Then Build You Up,” Kendra

” “Assault Was Just One Bad Person, but it was a Turning Point for Me,”Mia

“It’s Pretty Much Just You and Your Rifle,”Alejendro

“You’re Just Lying There Waiting to See Who’s Going to Die,” Chantelle

“I Wasn’t Carrying the Knife for the Enemy: I was Carrying It for the Guys on my Own Side ,” Mary Jo

Mommy I love You, Hope you don’t get killed in Iraq,” (read only a section of this, ending at the bottom of the first full paragraph on by l86) Read together

“Coming Home Read together

“Fixing the Future,” kim together.

All from Helen Benedict, ” The Lonely Soldier: The Private War of Women Serving in Iraq. Boston, MA: Beacon Press. 2009.

-® “Military Works to Change Culture to Combat Rape,” Associated Press. <http://www.military.com/daily-news/2013/07/15/military-works-to-change-culture-to-combat-rape>. **.**

**Morning Activity: Group discussion of the “Lonely Soldier” chapter, the “Mommy I love you, Hope you don’t get Killed” chapter, and the “Fixing the Future” chapter, and 10 minute individual presentations on selected chapters from The Lonely Soldier.**

**Afternoon Activity: Retired Cornellian Gail Luck visits us to talk about Afghanistan before the Soviet Invasion.**

**Evening activity: Watch Taliban Oil on Kanopy**

**DAY NINE**-Thursday: **Women and War: Afghanistan-Getting to the Taliban**

Course will meet: 12:30-3:00

**Readings:**

**-**Sally Armstrong, Veiled Threat: The Hidden Power of Women of Afghanistan. New York: Four Walls Eight Windows. 2002. Pp. xi-xv, 1-105. (Topic–Getting to the Taliban) **.**

**Activity: Check out the Shuhada Organization at http://Shuhada.or.af/. Share with the class the information you found interesting. (Hope this website is up again!)**

**Video: Afghanistan through women’s eyes.**

**DAY TEN-**Friday: **Women and War: Afghanistan-RAWA and Its Activities**

Course will meet: 9:00-12:00

**Readings:**

**-®** Cheryl Benard, Veiled Courage. New York: Broadway Books. 2002. Pp. 1-78(to Heli), 95(from beginning of first full paragraph)-98(through Sanobar); 124-135(to Gulgotai); 139(beginning with Anisa)-148, 149-180. (3 copies are on reserve in the library) **BOOK** **IS ON RESERVE IN THE LIBRARY**

**Activity: Check the RAWA Website at** [**http://www.rawa.org**](http://www.rawa.org)**. Share with the class the information you found interesting. You should also check out their video material which you will probably find both fascinating and disturbing.**

**Video: Shroud of Silence 305.48 Sh87 1998**

**Activity: Mid-term examination is handed out at the end of class today.**

**WEEKEND: Completed Examination due at noon on Sunday as a word document attached to an email and sent to** [**Molson@cornellcollege.edu**](mailto:Molson@cornellcollege.edu)**.**

**DAY ELEVEN-**Monday: **Women and War: Afghanistan-Life under the Taliban-- International Activities or Organizations supporting the rights of women in Afghanistan// September 11th and its Aftermath// Family, Purdah, and Veiling**

Course will meet: 9:00-ll00 and 12:30-3:00.

**Readings: -**Armstrong, Veiled Threat, Pp. 107-205

**-®** Benard, Veiled Courage. Pp. 240-248 (to The Future of RAWA). **BOOK IS ON RESERVE AT THE LIBRARY**

**--®** Sayid Sattar Langary, Women from Afghanistan in Diaspora, Bloomington, Indiana: AuthorHouse, Pp. 3 (beginning with second full paragraph)-4 (to Immigration of Afghans), l6 (from A Background on Religion, Traditions, and the Afghan Family Structure)-24. **ADD:** --\*® -®Freshta Karim, “How Social stigma and lack of access to sanitary pads make menstrual cycle a nightmare for women in Afghanistan,” Afghan Zarisa, pp. 1-5.

[**http://afghanzariza.com/2014/12/28/how-social-stigma-and-lack-of-access-to-sanitary-pads-make-menstral-cycle-a-nightmare-for-women-in-afghanistan**](http://afghanzariza.com/2014/12/28/how-social-stigma-and-lack-of-access-to-sanitary-pads-make-menstral-cycle-a-nightmare-for-women-in-afghanistan)

**-**Ann Jones, “In the Prisons—section and female covering and seclusion,” Kabul in Winter. “ Pp. 140-168.

**Activity: You might also be interested in the website for Women Living Under Muslim Laws,** [**http://www.wluml.org/**](http://www.wluml.org/)**, which allows you to see how the issues raised in Afghanistan resonate with issues in other countries.**

**Video: Watch Osama in the Morning**

**Discuss Articles in the Afternoon.**

**DAY TWELVE**-Tuesday: **Reading Day/Begin work on your research paper**

**DAY THIRTEEN-**Wednesday: **The War in Afghanistan**

Course will meet: 12:30-3:00.

**Readings:**

**-®** Lynne O’Donnell, UN reports Rise in women, children casualties in Afghan war,” August 5, 2015**, pp. 1-2.** [**http://www.newsadvance.com/news/world/wire/un-reports-rise-in-women-children-casualities**](http://www.newsadvance.com/news/world/wire/un-reports-rise-in-women-children-casualities)

**-**Anand Gopal, No Good Men Among the Living: America, the Taliban, and the War through Afghan Eyes. Picador Press, New York. 2015, pp. 1-117.

**DAY FOURTEEN**-Thursday: **The War in Afghanistan**

Course will meet: 12:30-3:00.

**Readings:**

**-**Anand Gopal, No Good Man Among the Living. Pp. 118-276.

**DAY FIFTEEN—**Friday:**Women and War: Afghanistan-The Taliban is Gone, Now What? Life in Afghanistan Today and How It Got that Way/ and How it is for women.**

Course will meet: 10:00-11:00 and 1:00-3:00. (I have an admissions event I have to attend. Sorry for the odd hours.)

**Readings:**

**-**Anna Jones, “In the Streets,” Kabul in Winter. Pp. 3-63(to the end of first paragraph), 83-90.

**-®** Rosemarie Skaine, Women of Afghanistan in the Post-Taliban Era, Jefferson, North Carolina: McFarland & Company, Inc., 2008, Pp. 10 (beginning with the “Resurgency of the Taliban”)-18 (to “Afghan Women in Context of Results”), 31-36 (to “Taliban Constitution).

**-®** Sarah Chayes, “Afghanistan, Then and Now,” <http://www.pbs.org/frontlineworld/stories/afghanistan604/thennow.html>.

**-®** Sarah Chayes, “The Other Front,” The Washington Post, December l4, 2009, <http://www.washingtonpost.com/wp-dyn/content/articles/2008/12/12/AR2008121203290_pf>...

**-®** Sarah Chayes, Comprehensive Action Plan for Afghanistan January 2009. [www.SarahChayes.net](http://www.SarahChayes.net).

-® Sarah Chayes-Carnegie Endowment for International Peace, <http://carnegieendowment.org/experts/?fa=712>. (Finally, the U.S. government hired someone with on the ground experience—see the paragraphs at the end of the piece outlining her work.)

**-® Omer Aziz, “The ISI’s Great Game In Afghanistan,” pp. 1-3.** [**http://thediplomat.com/2014/06/the-isis-great-game-in-afghanistan/**](http://thediplomat.com/2014/06/the-isis-great-game-in-afghanistan/)

-® Rosemarie Skaine, Women of Afghanistan in the Post-Taliban Era. Pp. 18-26 (to Pakistan Connection), pp. 41-53 (to “Examples of Improvement-Two Women”).

Is it really any better for women?

-® Ritu Mahendru, “The Women in Afghanistan’s Moral Prisons, The Diplomat, March 8, 2017, p. 1-5. <https://thediplomat.come/2017/03/the-women-in-afghanistans-moral-prisons/?allpages=yes&print=yes>.

-® Hayat Alvi, “Women in Afghanistan: A Human Rights Tragedy a Decade after September ll,” MERIA Journal. Vol l6, Number 03 (Fall 2012), pp. 2-6 (to Violence, Insecurity, Misogyny), http://www.gloria-center.org/2012/11/women-in-afghanistan-a -human-rights-tgedy-a-decade-after-September-ll.

**-®** Arash Aramesh**,** “Afghan Women Fearful of U.S. Withdrawal, Diplomatic courier. <http://www.diplomaticcourier.com/news/regions/central-asia/1446-afghan-women-fearful-of-U.S.-Withdrawal>.

-® Women’s UN Report Network, “Women’s Traumatic Self-Immolation + Violence Against Afghan Women, 2017, Pp. 1-3.

-® Abdul Wali Arian, “HRW Concerned over Condition of Afghan Women,” tolonews. <http://tononews.com/en/aghanistan/10219-hrw-concerned-over-condition-of-afghan-women>.

-® Anna Badkhen, “A Shameful Neglect,” Foreign Policy. <http://www.foreignpolicy.com/articles/2013/05/31/afghanistan-women-us-money-hypocracy>.

**Video: A House for Haji Baba –selections available.**

**WEEKEND: Watch the dvd entitled Enemies of Happiness on Kanopy. It is about a controversial female member of parliament.**

**DAY SIXTEEN**-Monday: **Women and War: Afghanistan—The Taliban is Gone, Now What?/ Women’s Political Situation (The readings will give you a good sense of what is happening to women in Afghanistan today as the political situation shifts around them).** Course will meet: 12:30-3:00

**Readings:**  This day begins with some text reading from Cheryl Benard, and then is followed by a series of short—usually 2-3 page—articles on the situation in Afghanistan. It looks like a tremendous amount but is really just a long series of very short articles.

All read together—This piece sets out the issues::

-® Cheryl Benard, “Introduction,” “The Security Dimension and Women,” and “Appendix B-Vital Governance Milestones for Afghan Women,” Women and Nation-Building, Santa Monica, California: The Rand Corporation, 2008, Pp. 3(beginning with “Overview of Nation-Building”)-l4, Pp. 15-35 (Security), Pp. 145-l64 (Governance Milestones).

**-**® BBC, “Afghanistan—Before and After the Taliban.” Pp. 1-19. <https://www.bbc.com/news/world-asia-26747712>.

These articles concern recent political history of Afghanistan before the election of President Ghani. We will divide them up and assign them to individual class members to do five minute sumaries:

-® “Law on the Elimination of Violence Against Women-Afghanistan, The UN Secretary-General’s Database on Violence against Women. <http://sgdatabase.unwomen.org/searchDetail.action?measureID=43483>.

-® “Ministry of Women’s Affairs (Afghanistan),” Wikipedia. [http://enwikipedia.org/wiki/Afghan\_Ministry\_of\_Women’s](http://enwikipedia.org/wiki/Afghan_Ministry_of_Women's) Affairs (7/26/2013).

**-®** Aarya Nijat, “The Dilemma of Women and Leadership in Afghanistan: Lessons and Recommendations,” Research for a Better Afghanistan, November 2014. Pp. l-4.

-\*\*® “Ten Years after US. Invasion, Afghan War Rages on With No End in Sight,” RAWA, <http://www.rawa.org/rawa/2011/10/07/ten-years-after-u-s-invasion-afghan-war-rages-on-with-no-end-in-sight>. (7/20/2013

-® “Afghanistan: Quota System Helping Afghan Women in Politics,” Women for Peace and Peace for Women. <http://www.peacewomen.org/news_article.php?id=2685&type=news>.

-® “Afghan elections: Record number of women stand for parliament,” Guardian. <http://www.guardian.co.uk/world/2010/aug/24/record-women-candidates-afghan-election>.

**-**® “Fault-Lines in Afghanistan’s Political Settlement,” International Policy Digest. <http://www.internationalpolicydigest.org/2013/04/15/fault-lines-in-afghanistans-political-settlement>.

-® “On the Situation of Afghan Women,” RAWA. (**only read page 4**). <http://222.rawa.org/wom-view/htm>.

-® “Hamid Karzai backs restrictive code for women,” The Guardian. http://www.guardian.co.uk/world/2012/mar/06/hamid-karzai-restrictive-code-women-afghan.

-® “Afghanistan’s parliament fails to pass women’s rights legislation,” RAWA News. <http://www.rawa.org/temp/runews/2013/05/18/afghanistan-s-parliament-fails> -to-pass-women’s-rights-legislation.

-® “Proposed law to protect Afghan women faces backlash,” Washington Post. http://wwwwashingtonpost.com/2013-05-25/world/39526518\_1\_afghan-women-women.

-® “ Afghanistan: Escalating Setbacks for Women,” Human Rights Watch,

<http://www.hrw.org/print/news/2013/07/16/afghanistan-escalating-setbacks-women>

-® “Afghan women suffer setback as parliament lowers quota for female lawmakers,” NBC NEWS. <http://worldnews.nbcnews.com/_news/2013/07/18/19534549-afghan-women-suffer-setbacks-as-parliament-lowers-quota-for-female-lawmakers21.te>.

**-®** Ahmed Khan, “Women and Gender in Afghanistan, Civil-Military Fusion Centre, 2012, Pp. 1-5.-\*\*® “Taliban-style edict for women spreads alarm in Afghan district,” Chicago Tribune. http://www.chicagotribune.com/news/sns-rt-us-afghanistan-edict-20130719,0,7833370.story.**.**

**-®** Julia Drost, “Breaking-President Karzai Rejects Law Rolling Back Violence Protections for Women,” p. 1-2, <http://blog.amnestyusa.org/middle-east/breaking-president-karzai-rjects-law-rolling-back-violence-protections-for-women/>

-® “Trailblazing Afghan Female MP Forced to Take Shelter,” Radio Free Europe. <http://www.rferl.org/articleprintview/25052569.html>.

The articles below concern Afghanistan’s new President Ashraf Ghani. We will read and discuss them together.

-® “Afghan Presidential election, 2014,” (read the summary on page one), <http://en.wikipedia.org/wiki/Afghan_presidential_election,_2014>. **ADD:**

**-® “** Mohammed Ashraf Ghani,” pp. 1-3, <http://en.wikipedia.org/wiki/Mohmmad_Ashraf_Ghani>

**-®** “Real Clear Politics—Afghan First Lady Rula Ghani,” Pp. 1-2, <http://www.realclearpolitics.com/video/2015/03/16/afghan_first_lady_rula_ghani_afghanistan_is_starting_to_be_a_good_place_for_women.html>

-® Lael Mohib, “In President Ghani, Afghan Women have a Champion like no Other,” 2016, Pp. 1-3. [https://foreignpolicy.com/2016/04/In-president-ghani-afghan-women-have-a chapion-like-no-other/](https://foreignpolicy.com/2016/04/In-president-ghani-afghan-women-have-a%20chapion-like-no-other/)

-® Jack Detsch, “Afghanistan’s Women Strive for Political Influence,” The Diplomat, pp. 1-2. https:thediplomat.com/2015/03/afghanistans-women-strive-for-political-influence/?allpages=yes&print=yes.

-® Human Rights Watch, “US: Rights Should Top Afghanistan Summit Agenda, Pp. 1-3.[**https://hrw.org/news/2015/03/23/us-rights-should-top-afghanistan-summit-agenda**](https://hrw.org/news/2015/03/23/us-rights-should-top-afghanistan-summit-agenda)**.**

-® Heather Barr, “Afghanistan: Still a Man’s World?” Pp. 1-3.[**http://www.hrw.org/news/2015/02/17/afghanistan-still-a-mans-world**](http://www.hrw.org/news/2015/02/17/afghanistan-still-a-mans-world)

**-®** U.S. Department of State,” Fact Sheet-U.S. Relations with Afghanistan,” pp. 1-2. <http://www.state.ov/r/pa/ei/bgn/5380/htm>.

**-®** Ahmad Suja, “Kidnaps and Murders could Presage Isis-Style Slaughter in Afghanistan, p**.** 1-5. [http://www.hrw.org/news/2015/05/15/kidnaps-and murders-could-presage- isis-style-slaughter-in Afghanistan/](http://www.hrw.org/news/2015/05/15/kidnaps-and%20murders-could-presage-%20isis-style-slaughter-in%20Afghanistan/)

-® Brooke Baldwin, “Laura Bush and Rula Ghanion ‘opening the door’ for women in Afghanistan,” CNN, 2017, Pp. 1-3. https;//www.cnn.com/2017/11/13/politics/brooke-baldwin-laura-bush-rula-ghani-afghanistan-women/index.html.

-® Office of the President, “President Ghani: Women are the Major Victims of the War Imposed on Us,” 2017, Pp. 1-4. <https://president.gov.af/en/news/president-ghani-women-are-the-major-victims-of-the-war-imposed-on-us/>

-® Human Rights Watch, “Afghanistan Events of 2017, Pp. 1-ll. <https://www.hrw.org/world-report/2018/country-chapters/afghanistan>**.**

**-®** Wikipedia, 2018 Afghan parliamentary election, Pp. 106. Skim. <https://en.wikipedia.org/wiki/2018_Afghan_parliamentary_election>.

-® Abdul Qadir Sediqi and Rupam Jain, “Women Candidates Face “Small-Scale War” in Afghan Election, Reuters, 2018, Pp. 1-4. <https://www.reuters.com/news/archive/worldNews>

-®Ahmad Shah Katawazai, “Afghanistan’s Presidential Race in Full Swing,” The Diplomat, 2019, Pp. 1-2. <https://thediplomat.com/2019/01/afghanistans-presidential-race-in-full-swing/?allpages=yes&print=yes>

**(Optional Additional reading on minorities and corruption on your own if you get interested):**

**-®** United States Commission on Civil Rights “Afghanistan—(Religious Minorities and Women’s Issues),” United States Commission on Civil Rights-Annual Report-2015.Pp 134-137. [www.uscirf.gov/sites/default/files/Afghanistan2015-pdf](http://www.uscirf.gov/sites/default/files/Afghanistan2015-pdf)

**-®** Human Rights Watch, World Report 2015: Afghanistan. Pp. 1-7. https:www.hrw.org/world-report/2015/country-chapters/Afghanistan

**Activity: Check the website for Women for Afghan Women,** [**http://womenforafghanwomen.org/**](http://womenforafghanwomen.org/) **and share what you find with the class.**

**Video: Cut from a Different Cloth-Burkas (Burqas) and Beliefs.**

**We may also watch a couple of RAWA VIDEOS in class.**

**DAY SEVENTEEN—**Tuesday: U**nited States and International Commitment; Achievements and Challenges; Why Some Afghan Women Remain Deeply Concerned**

Class will meet: 9:00-ll:00 and 12:30-3:00

**Readings:** This is another day that features many short pieces drawn from the internet. It also features sections drawn from Laura Bush, We are Afghan Women: Voices of Hope, 2016.

**(United (States and International Commitment—We will read these articles together)**

-® USAid. “Full Funding Initiative, 2015, Pp. 1-20. <https://www.usaid.gov/afghanistan/agriculture>.

--® Wikipedia, “Women in Agriculture in Afghanistan, “ Pp. 1-3

USAid, “Women’s Empowerment and Gender, 2019.” Pp. 1-3.

-® “U.S. launches push to boost women’s role in Afghanistan,” Reuters. <http://in.reuters.com/assets/print?aid=IN0FO03R20130718>

-Laura Bush, ”Introduction,” We are Afghan Women: Voices of Hope. New York: Scribner (The George W. Bush Foundation), 2016, Pp.xi-xxii. [**THIS BOOK IS ON RESERVE IN THE LIBRARY. YOU DO NOT NEED TO BUY IT.].**

**(Afghan Women’s Hopes for Themselves-We will read these articles togehter)**

**-®** Ministry of Women’s Affairs, “Introduction to MOWA,” National Action Plan for Women of Afghanistan**—**I-Analysis of Context and VII-Economy, Work, and Poverty,” pp. 1-22, 67-80. http://mowa.gov.af/en/page/1331/1332.

**(Women’s Social Change Efforts)…We will divide these articles up and present them to each other.**

-Laura Bush, We are Afghan Women, New York: Scribner (George Bush Institute). 2016, Pp. 47-49 (Hodie Sultan), 51-62 (Razia Jan), 75-83 (Wazhma Furmuli) 129-133 (Mastoora Arezoo), 150-159 (Mina Sherzoy), 165-170 (Freshta Hazeq), 181-186 (Nasim Gul Azizi), 187-191 (Kobra Dastgirzada), 199-202 (Manizha Wafeq), 259-264 (Laila Samani), 265-267 (Samira Kitman), 299-300 (Naheed Farid). **[This book is on reserve at the library. You do not need to buy it.]**

**(Why the U.S. actions towards the Taliban have women worried-We will read these articles together)**

**-®** Heather Barr, “A Seat at the Table in Afghanistan,” The Washington Post. Pp. 1-2.

<https://www.hrw.org/news/2015/05/01/seat-table-afghanistan>.

**-®** Heather Barr, “Dispatches: Too Early to Cheer Taliban Support for Women’s Rights,” Pp. 1-3, [https://www.hrw.org/news/2015/05/08/dispatches-too-early-cheer-taliban-support-women’s-rights](https://www.hrw.org/news/2015/05/08/dispatches-too-early-cheer-taliban-support-women's-rights)

**-®** Scott Worden, “U.S-Taliban Talks Make ‘Significant Progress’: What’s Next?, United States Institute of Peace, 2019. Pp. 2-5. **.**

-® Palwasha L. Kakar, “How Can Afghans make Peace and Protect Women? Meet Ayesha Aziz.” United States Institute of Peace, 2018. Pp. 1-5**. .**

-® Andrew Wilder, “Andrew Wilder on the Afghan Peace Process, 2019, Pp. 1-3. **Videos: Joya: A Woman among Warlords, or**

**Women, War, and Peace-Section on Afghanistan and women trying to get elected.**

**Activity: Research paper is due at the beginning of class today.**

**If you really get into this reading, you might also check out this piece on violence as witnessed by the United Nations, MOWA’s complete Action Plan, and a fuller scope of USAID funding in Afghanistan:**

-® Human Rights, United Nations Assistance Mission in Afghanistan-Kabul, Office of the United Nations High Commissioner for Human Rights, Harmful Traditional Practices and Implementation of the Law on Elimination of Violence against Women in Afghanistan. 9 December 2010. Pp. vi-viii, 1-45 (to end of second paragraph under State Responses to Harmful Traditional Practices). [I would suggest you read about the harmful traditional practices that still affect Afghan women. The text also draws your attention to the ways that these practices are prohibited under Afghan law and under the Koran. You might skim this latter material.] http://www.afghan-web.com/woman/harful-tradition.pdf.

-® USAID Funding for Afghanistan, pp. 1-20. <http://www.usaid.gov/afghanistan/agriculture>. ---® Ministry of Women’s Affairs, “Introduction to MOWA,” National Action Plan for Women of Afghanistan,” pp. 1-155. http://mowa.gov.af/en/page/1331/1332.

-® United Nations, “Development Assistance framework for Afghanistan 2015-2019,” Pp. 1-36, https:extranet.who.int/nutrition/giwa/sites/default/files/AFG9.2020159.20UNDAF.pdf.

**Activity: Check the website for Women for Women International,** [**http:///womenforwomen.org**](http:///womenforwomen.org)**. Focus on the news from Afghanistan and be ready to share what you find with the class.**

**Video: Lifting the Veil, CNM Special Report-Afghanistan**

**DAY EIGHTEEN—**Wednesday: **Final Research paper due**

**Course will meet: 9:00-l2:00**

We will finish up any articles and present summaries of final research papers.

Final copy of the written paper will be due at the beginning of class.