ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE March 21, 2011

1. ACADEMIC UNIT: Women and Gender Studies

2. COURSE PROPOSED: WST 345 Gender, Religion and Global Violence 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amanda Smith Phone: 5-3897
   Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry—L
   - Mathematical Studies—MA
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ

   Awareness Areas
   - Global Awareness—G
   - Historical Awareness—H
   - Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED:
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ____________________________

Is this an unsction course?: ☒ No ☐ Yes; Is it governed by a common syllabus? __________

Chair/Director (Print or Type) ____________________________

Date: 3-22-11

Chair/Director (Signature) ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
# ASU-[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus provided. Specific examples can be found in the course overview and group presentation requirements.</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - anthropology
   - economics
   - cultural geography
   - history
   - sociology, political science, religious studies, gender studies

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

Syllabus and examples of text provided. Statement regarding this criteria is found in the course overview. Required readings and online readings are highlighted on pages 1 and 4-7 of the syllabus.

Syllabus and examples of text provided. Statement regarding this criteria is found in the course overview. Required readings and online readings are highlighted on pages 1 and 4-7 of the syllabus.
### ASU--[SB] CRITERIA

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4. Course illustrates use of social and behavioral science perspectives and data.

- Syllabus provided. Statement in the course objectives help to illustrate how this course meets this criteria.

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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
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<th>Course Prefix</th>
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<th>Title</th>
<th>Designation</th>
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<tr>
<td>WST</td>
<td>345</td>
<td>Gender, Religion and Global Violence</td>
<td>Social Behavioral Sciences</td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>This course closely examines a number of social behaviors that are often considered &quot;gender violence&quot; in a myriad of cultures and context. A primary piece of the student coursework is a presentation requiring students to research and present efforts to end some sort of violence against women, and that either the violence or the efforts to end violence must be religiously-based.</td>
<td>Course syllabus provided. On page one of the syllabus the course overview provides examples of how the course meets this criteria. Also, page 2 of the syllabus outlines the requirements for the required presentation which also demonstrates this criteria. Specific examples have been highlighted and marked SB1.</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: sociology, political science, religious studies and gender studies.</td>
<td>2 and 3. Sources used in the course include academic articles written by scholars in a number of disciplines, including sociology, history, law, political science, international studies and religious studies. Examples of text and lists of assigned article readings are provided in the syllabus (&quot;readings&quot; and &quot;course schedule&quot;)</td>
<td>Course syllabus provided. Statement regarding the use of social behavioral sciences can be found in the course overview. Specific examples of the course materials can be found on page 1 of the syllabus and the additional course materials (online articles) can be found highlighted and listed on pages 5-7. Examples are marked SB2 and SB3. Also, examples of the course text</td>
</tr>
<tr>
<td>Course objective</td>
<td>Course materials description</td>
<td>Syllabus description</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>4. The materials in this course look at macro level structures of inequality and how they shape individual experiences with violence.</td>
<td>Course Syllabus provided: the course objectives makes a clear statement demonstrating this criteria as does the course description. Both can be found on page 1. These statements are highlighted and marked SB4.</td>
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WST 345: GENDER, RELIGION, AND GLOBAL VIOLENCE
Spring Semester 2010
Mon & Wed 2-3:15 pm, SS 211

Dr. Alesha Durfee
Email: alesha.durfee@asu.edu
Office: WEST 216
Office hours: Mondays, 3:30-4:30 and Wednesdays, 12-1 (or by appointment)

COURSE OVERVIEW
This course will focus exclusively on forms of gendered violence in which religion plays a key role in either the practice or perpetuation of that form of violence. We will examine a number of social behaviors that are often considered “gender violence” in a myriad of cultures and contexts. In each of these areas, individuals and institutions use religion and/or religious intolerance to incite, condone, and condemn violence against women and girls, as well as to refute the very classification of certain practices as violent.

Sources to be used in this course include academic articles written by scholars in a number of disciplines, including sociology, history, law, political science, international studies, religious studies, and public health; reports written by activists, advocates, and non-governmental organizations; fictional and non-fictional literary works and poetry; and visual media, including photography and film.

COURSE OBJECTIVES
By the end of the course, students should be able to apply the theoretical frameworks, concepts, and definitions covered in class to critically analyze violence at the individual, institutional, and societal level. Students will also be able to explicate how religion and power are used to define social phenomena as “violent” or “nonviolent”. Finally, students will be able to analyze current responses to gender violence and propose new approaches to combating or redefining these forms of violence, emphasizing the need to understand and respect the religious and cultural contexts in which these actions occur.

READINGS
There are four books required for this course:

1. Religious Fundamentalisms and the Human Rights of Women, edited by Courtney W. Howland
2. 'Honour': Crimes, Paradigms, and Violence Against Women, edited by Lynn Welchmann and Sara Hossain
3. Under the Banner of Heaven: A Story of Violent Faith, by Jon Krakauer
4. Born in the Big Rains, by Fadumo Korn
NOTE: The first three books have been placed on reserve at Hayden. The Krakauer book is also available electronically through the ASU library.

In addition to these books, we will also read a number of articles that cover certain aspects of the course in greater detail. For your convenience I have placed them on Blackboard under “Course Documents.” It is your responsibility to download, print, and read these articles prior to the assigned class session.

COURSE REQUIREMENTS
Attendance
Students are expected to come to each class session on time and be prepared to discuss the readings. If you miss more than two class sessions, and those absences are not due to University-approved activities or for University-approved reasons, your final grade will be deducted by 1/3 of a letter grade for each absence. For example, if you earn an A for the course, but do not come to 4 class sessions, your final grade in the course will be a B+.

Reading Quizzes
Over the course of the semester, we will have periodic quizzes that test your knowledge of the readings. These quizzes will be brief, and may contain multiple choice and/or short answer questions. The quizzes as a whole are worth 20% of your final grade.

Group Presentation
During the last two weeks of class we will have a series of group presentations about efforts to end violence against women. Groups will consist of 3-4 students; you will be given the opportunity to sign up for groups during the second week of class. Each group will give a 15-20 minute PowerPoint presentation on the topic of their choice—the only restriction is that it must be about efforts to end some form of violence, and that either the violence or the efforts to end violence must be religiously-based. A good place to start is to look over the chapters in ‘Honour’, ‘Crimes, Paradigms, and Violence Against Women’ and ‘Religious Fundamentalisms and the Human Rights of Women’. There are many examples of organizations working to bring about change in countries such as Egypt, Palestine, Israel, Jordan, India, Bangladesh, etc. Your presentation should include:

(1) Information about the form of violence the group is working to end, including a description of the violence, prevalence, and how it relates to the class.
(2) Information about the group—how did it start? Who founded it? How is it funded? Is it still operating? How large is it? Have their efforts been successful?
(3) Information about how interested students can get involved.
(4) If they have a web page, include the web address on the last slide of your presentation.

Each group is REQUIRED to meet with me during office hours no later than April 19th to discuss what they will be presenting. If your group does not come and meet with me, your grade for the presentation will be reduced by one letter grade (i.e., from an A to a B, from a B to a C, etc.). Be sure to bring your presentation on a USB flash drive—don’t rely on emailing it to yourself—Internet connections in classrooms are notoriously unreliable. If you are unfamiliar or uncomfortable with PowerPoint, please come by my office hours or make an appointment and I
can assist you. Each group should use at least six academic sources for their presentation, and, on the day of their presentation, will hand in a “References Cited” page including the full bibliographic information for each source used. Please use APA style for your “References Cited” page. You can learn how to cite properly using APA style at http://owl.english.purdue.edu/owl/resource/560/01/. The presentation is worth 30% of your final grade.

Research Project
The scope of the course is massive; we could easily spend several semesters exploring various forms of gendered violence. I realize there are some topics that are of interest to you that are not covered (or not covered in a depth that reflects your interest). This project will allow you to do additional readings and research on the topic of your choice related to gender, religion, and violence. There are two phases to the project: the paper abstract and the final paper.

Paper Abstract
An abstract is a summary of your proposed paper. In your abstract, you should explain and include:

(1) the topic you have chosen,
(2) how it relates to the course,
(3) a clear thesis statement,
(4) citations for at least four academic articles, books, and/or reports you will use when writing your paper, and
(5) a rough outline of your paper.

The more detailed your abstract, the more feedback I can give you. Abstracts should be typed using 10 or 12-point font, and are due at the beginning of class on February 15th. I will not accept late or emailed abstracts. The paper abstract/summary is 10% of your final grade.

Final Paper
You will compose a 5-6 page paper on the topic of your choice related to gender, religion, and violence. Your paper could be on a form of violence, a particular religion or religious practice, or an organization devoted to combating gender violence. These papers should be typed, double-spaced, use 10 or 12-point font and formatted using APA style guidelines. This should be a research paper, not a “topical” paper: we will discuss the difference between the two in class. The paper should also include a list of references (not included in the page count). You should use at least six academic sources for your paper, four of which must be sources other than the class readings. I will read and give comments on a draft of the paper by prior arrangement; if you are interested in this option, please indicate that on your paper abstract. Final papers are due by 4 pm on Friday, May 7th. Please turn in a paper copy to the WST main office (West Hall 205) and turn in an electronic copy via Safe Assign on Blackboard. Again, both copies must be turned in by 4 pm on Friday, May 7th or you will receive a zero for your paper (you may turn in your paper earlier if you so desire). The final paper is worth 40% of your final grade.
ACADEMIC DISHONESTY
In the “Student Academic Integrity Policy” manual, ASU defines plagiarism as

"using another's words, ideas, materials or work without properly acknowledging and
documenting the source. Students are responsible for knowing the rules governing the use of
another's work or materials and for acknowledging and documenting the source appropriately."

You can find this definition at: http://provost.asu.edu/academicintegrity

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are
severe sanctions for cheating, plagiarizing and any other form of dishonesty.

It is expected that you will integrate other people's ideas into your work. When you use
someone's ideas, you simply need to cite them. If you use the same words they do, please make
that clear by putting those words in quotation marks and listing the reference. You can do this by
putting the author's last name(s), the year, and the page number in parentheses at the end of the
sentence or section. This should look like this:

"prior to 1976, victims could only access legal protections during divorce
proceedings, and then only in a limited number of jurisdictions" (Capshew &
McNeece 2000).

At the end of the paper, you should include a list of references that contains the full citation for
each source. If you have additional questions about this, please feel free to ask me at any time.

NOTE: This means that if your paper has a direct quote from another source, and you do
not put it in quotation marks and cite your source, you are committing plagiarism. You will
get a zero and the incident will be reported. You can avoid this by citing your sources.

EVALUATION OF STUDENT WORK
I will not accept late or emailed assignments under any circumstances. I will evaluate your class
participation and written work in terms of how well you use relevant concepts and theories from
lectures, discussions, and the readings to address the question(s) or assigned topic(s). Your
familiarity with the course material and your opinion/evaluation of that material should be
evident in your written work—if not, you will receive a far lower grade. The following will be
used to calculate your grade:

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<tr>
<td>READING QUIZZES</td>
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<tr>
<td>GROUP PRESENTATION</td>
<td>30%</td>
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<tr>
<td>PAPER ABSTRACT</td>
<td>10%</td>
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<tr>
<td>FINAL PAPER</td>
<td>40%</td>
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<table>
<thead>
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<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

COURSE SCHEDULE

Week 1  1/18  MLK Holiday—No Class
        1/20  Overview of Course, Syllabus, Defining Violence, Gender

Week 2  1/25  Gender Roles and Religious Traditions
          ONLINE  Zaidi et al, “Sexual Rights and Gender Roles”  
          RFW    Chapter 1, “Fundamentalism”
                  Chapter 3, “What is Your Tribe?”

1/27  GROUP SIGN-UPS
Intersectionality
          RFW    Chapter 5, “Relativism, culture, religion, and identity”
                  Chapter 7, “Gender Apartheid”
                  Chapter 8, “Different but Free”
          ONLINE  Okin, “Is Multiculturalism Bad for Women?”

Week 3  2/1  Writing an Academic Paper
          Class will meet in Hayden Library
          Come to class with three ideas for your paper—you can turn them in for extra credit (be sure to type them).
          RFW    Chapter 6, “Cultural Relativism and International Law”
                  Chapter 9, “Safeguarding women’s political freedoms”
                  Chapter 10, “Religious reservations to the Convention”

2/3  International Law, Human Rights, and Violence Against Women
          ONLINE  Marthoz and Saunders, “Religion and the Human Rights”
                  Arat, “Women’s Rights as Human Rights”

Week 4  2/8  Sexuality, Virginity, Purity, and Honor
          Movie: Crimes of Honor
          HONOUR  Chapter 1, “United Nations Approaches’
Chapter 2, “Crimes of honour: value and meaning”

2/10 RFW ONLINE Chapter 18, “Reconciling the Opposites”
Sev’er and Yurdakul, “Culture of Honor”  §3 2/3

Week 5
2/15 PAPER ABSTRACT DUE
RFW RFW Chapter 2, “Christian Fundamentalism”
Honour Chapter 16, “Finding Our Feet”
Honour Chapter 3, “The role of community discourse”

2/17 Understanding Female Genital Circumcision / Cutting / Mutilation Read 1-58 from Born In The Big Rains
ONLINE Oba, “Female Circumcision as Female Genital Mutilation” §3 2/3

Week 6
2/22 Movie: The Day I Will Never Forget Read 59-104 from Born In The Big Rains

2/24 Finish movie: The Day I Will Never Forget Read 105-168 Born In The Big Rains
ONLINE Sussman, “Contending with Culture” §3 2/3

Week 7
3/1 Read 169-179 Born In The Big Rains
ONLINE Grande, “Hegemonic Human Rights” §3 2/3

3/3 “Creating a Moral Panic”: Religion, Homosexuality, & HR Movie: Fall From Grace
RFW RFW Chapter 21, “Challenging Christian Fundamentalism”

Week 8
3/8 Finish movie: Fall From Grace
ONLINE Rosenbloom, “Unspoken Rules” §3 2/3

For information about specific countries, the entire report from “Unspoken Rules” can be found at: http://www.iglhrc.org/site/iglhrc/content.php?type=1&id=80&print=1

3/10 GROUP WORK—NO CLASS

SPRING BREAK MARCH 14-21

Week 9
3/22 Religion, Sexuality and Power: Sexual Abuse in the Catholic Church
Movie: Deliver Us from Evil
ONLINE Clark, “Gay Priests and Other Bogeymen”
Congregation For Catholic Education, “Instruction”  §3 2/3

3/24 Finish movie: Deliver Us from Evil
ONLINE Dale and Alpert, “Hiding Behind the Cloth”  §3 2/3
   Movie: Under One Sky
   RFW  Chapter 11, “Women’s equal right to freedom of religion”
   ONLINE  Çinar, “Subversion and Subjugation” ~ §8 2/3
   3/31  ONLINE  Saktanber, “Women and the Iconography of Fear” ~ §8 2/3

**NOTE: the file contains multiple articles. You only need to print and read pages 21-31.

Week 11  4/5  Marriage and Family Formation
   Begin reading Under the Banner of Heaven
   ONLINE  UNFPA, “Child Marriage Fact Sheet” ~ §8 2/3
   HONOUR  Chapter 14, “Of consent and contradiction”
   4/7  HONOUR  Chapter 15, “From fathers to husbands”
   Chapter 16, “Tackling forced marriages”

Week 12  4/12  Domestic Violence
   Continue reading Under the Banner of Heaven
   ONLINE  Fortune and Enger, “Violence Against Women” ~ §8 2/3
   HONOUR  Chapter 13, “There is no honour in domestic violence”
   4/14  ONLINE  Gillam et al, “The Importance of Spirituality” ~ §8 2/3

Week 13  4/19  LAST DAY TO MEET FOR GROUP PRESENTATIONS
   Polygamy: Empowerment or Oppression?
   Movie: The Mormons

   4/21  Finish reading Under the Banner of Heaven

Weeks 14 & 15, 4/26, 4/28 & 5/3  STUDENT PRESENTATIONS

FINAL PAPERS DUE FRIDAY MAY 7TH AT 4 PM (you may hand them in earlier if you wish). Remember to turn in two copies: a paper copy to West 205 and an electronic copy via Safe Assign (blackboard).
'Honour'

CRIMES, PARADIGMS, AND VIOLENCE AGAINST WOMEN

EDITED BY
LYNN WELCHMAN AND SARA HOSSAIN
‘Honour’

‘This book must find its way to the shelves of every concerned lawyer, activist and citizen.’
NANDINI SUNDAR
Professor of Sociology, Delhi University

‘An extremely timely and insightful book.’
YAKIN ERTÜRK
Middle East Technical University, Ankara, UN Special Rapporteur on violence against women

‘This book is by far the best recent work on the issue and is indispensable reading.’
PROFESSOR PHILIP ALSTON
Director, Center for Human Rights and Global Justice,
New York University School of Law

‘This is an excellent contribution to debates about “crimes of honour”, violence against women, and the politics of culture.’
PROFESSOR ANNELIES MOORS
ISIM chair at the University of Amsterdam

‘Thoughtful and thought-provoking, it is an indispensable tool for anyone seriously committed to eradicating violence against women in all communities.’
FRAGNA PATEL
Southall Black Sisters, London

‘Honour’ brings together the practical insights and experiences of individuals and organisations working in diverse regions and contexts to combat ‘crimes of honour’. The authors examine strategies of response to such manifestations of violence against women, focusing largely on ‘honour killings’ and interference with the right to choice in marriage, and the related use and legal treatment of the defence of ‘honour’ and ‘provocation’ in different countries of Europe, the Middle East, Latin America and South Asia. This timely book is distinctive in approach and content, highlighting activist and practice-orientated academic perspectives from both the South and the North.

The authors give voice to the struggle to locate ‘crimes of honour’ firmly within the international framework of violence against women and human rights, rather than positioning these abuses as specific to particular cultures or communities. The first of its kind, this book serves as a resource in addressing ‘honour crimes’ and, more broadly, violence against women, and will be of interest to a multi-disciplinary academic audience as well as to lawyers, policy-makers and activists.
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√ 2 ‘Crimes of honour’, value and meaning 42
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SOHAIL AKBAR WARRAICH

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DANIELLE HOYEK, RAFIF RIDA SIDAWI AND AMIRA ABOU MRAD
6 ‘Crimes of honour’ as violence against women in Egypt
CENTRE FOR EGYPTIAN WOMEN’S LEGAL ASSISTANCE

7 Researching women’s victimisation in Palestine:
a socio-legal analysis
NADERA SHALHOUB-KEVORKIAN

8 Culture, national minority and the state:
working against the ‘crime of family honour’ within the
Palestinian community in Israel
AIDA TOUMA-SLIMAN

9 Changing the rules? Developments on ‘crimes of honour’
in Jordan
REEM ABU HASSAN AND LYNN WELCHMAN

10 Honour-based violence among the Kurds: the case of
Iraqi Kurdistan
NAZAND BEGIKHANI

11 ‘Crimes of honour’ in the Italian Penal Code: an analysis
of history and reform
MARIA GABRIELLA BETTIGA-BOUKERBOUT

12 The ‘legitimate defence of honour’, or murder with impunity?
A critical study of legislation and case law in Latin America
SILVIA PIMENTEL, VALÉRIA PANDJIARJIAN AND JULIANA BELLOQUE

13 ‘There is no “honour” in domestic violence, only shame!’
Women’s struggles against ‘honour’ crimes in the UK
HANNANA SIDDIQUI

14 Of consent and contradiction: forced marriages in
Bangladesh
DINA M. SIDDIQUI

15 From fathers to husbands: of love, death and marriage
in North India
UMA CHAKRAVARTI
16 Tackling forced marriages in the Nordic countries: between women's rights and immigration control

ANJA BREDAL

References

About the contributors

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Religious Fundamentalisms and the Human Rights of Women

Edited by Courtney W. Howland
Dialogue on the conflict between religious fundamentalism and women's rights is often stymied by an "all or nothing" approach: fundamentalists claim absolute religious freedom, while some feminists dismiss religion entirely as being so imbued with patriarchy as to be eternally opposed to women's rights. This ignores, though, the experiences of religious women who suffer under fundamentalism and fight to resist it, perceiving themselves to be at once religious and feminist. In Religious Fundamentalisms and the Human Rights of Women, Howland provides a forum for these different scholars, both religious and nonreligious, to meet and seek common ground in their fight against fundamentalism. Through an examination of international human rights, national law, grassroots activism, and theology, this volume explores the acute problems that contemporary fundamentalist movements pose for women's equality and liberty rights.

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"Brave, inspiring, a beautifully written... Narrated in clear, vigorous prose, it traces the author's geographic journey from Mogadishu to Saudi Arabia, Ethiopia, and Kenya, and her desperate flight to the Netherlands to escape an arranged marriage.

— The New York Times

Includes a reading group guide

INFIDEL

AYAAN HIRSI ALI

AUTHOR OF THE CICLIC VIRGIN

Foreword by Christopher Hitchens, author of God Is Not Great
"A forthright memoir of growing up
harshly amid revolution and religious restraint ...
with harrowing details, Hirsi Ali's account is a
significant contribution to our times."
—Kirkus Reviews (starred review)

ONE OF TODAY'S MOST ADMIRED AND CONTROVERSIAL
political figures, Ayaan Hirsi Ali burst into international headlines following the
murder of Theo van Gogh by an Islamist who threatened that she would be next.
She made headlines again when she was stripped of her citizenship and resigned
from the Dutch Parliament.

Infidel shows the coming of age of this distinguished political superstar and
champion of free speech as well as the development of her beliefs, iron will, and
extraordinary determination to fight injustice. Raised in a strict Muslim family,
Hirsi Ali survived civil war, female mutilation, brutal beatings, adolescence as a
devout believer during the rise of the Muslim Brotherhood, and life in four troubled,
unstable countries ruled largely by despot. She escaped from a forced marriage
and sought asylum in the Netherlands, where she earned a college degree
in political science, tried to help her tragically depressed sister adjust to the West,
and fought for the rights of Muslim women and the reform of Islam as a member
of Parliament. Under constant threat, demonized by reactionary Islamists and politi-
cians, disowned by her father, and expelled from family and clan, she refuses to
be silenced.

Ultimately a celebration of triumph over adversity, Hirsi Ali's story tells how a
bright little girl evolves out of dutiful obedience to become an outspoken, pioneering
freedom fighter. As Western governments struggle to balance democratic ideals with
religious pressures, no other book could be more timely or more significant.
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BORN IN THE BIG RAINS

A Memoi of Somalia and Survival

FADUMO KORN

A Kirkus Reviews Top Pick for Book Clubs

Moving, unsentimental, and informative.
People Magazine named it a Critics Choice.

An "impassioned, beautifully written memoir" - Publishers Weekly, starred review.
THE WORLD APPLAUDS AN "INDISPENSABLE TESTAMENT" IN THE FIGHT AGAINST FEMALE GENITAL MUTILATION (FGM) BY SOMALI FADUMO AHMED

Fadumo Ahmed, a well-known activist in Kenya, has been a vocal advocate for the rights of women, especially in the context of female genital mutilation (FGM). Born in the Ogaden region of Ethiopia, she has traveled extensively throughout Africa and the world, raising awareness about the practice and its harm.

"The story of Fadumo Ahmed is one of resilience and courage," said Dr. Piers Forth, a renowned FGM expert. "Her work has been instrumental in bringing attention to this pressing issue and inspiring change at the local and international levels.

"Currently, as a part of her ongoing organization campaigning to end the practice of female circumcision, Fadumo has been utilizing her platform to inform and educate her audience about the dangers and consequences of this practice. Her efforts have contributed to our understanding and collective commitment to ending FGM.

"A UN declaration endorses the elimination of FGM, yet the practice continues, not just because it is a cultural tradition, but because it is deeply rooted in social and economic systems. It is necessary to recognize the profound impact of FGM on individuals, communities, and societies around the world.

"This is a testament to the power of education in empowering individuals and societies to overcome such practices and work towards a more equitable and just future. It is an opportunity for us all to stand together in support of women's rights and gender equality.

"Fadumo Ahmed serves as a beacon of hope, highlighting the importance of education, advocacy, and community support in the fight against FGM. Her story is an inspiration to us all and a call to action for a brighter, more equitable future for all women."

"— Piers Forth, FGM Expert"

Fadumo Ahmed works for FORWARD, a non-profit organization dedicated to promoting gender equality and human rights. She has been instrumental in bringing attention to the issue of FGM and advocating for its eradication. Her story is one of courage and resilience, inspiring others to join in the fight against this archaic practice.

"I am deeply moved by Fadumo Ahmed's commitment to the cause of ending FGM. Her tireless work and dedication have been crucial in raising awareness and bringing about change. It is an honor to recognize her efforts and to support her ongoing mission.

"I encourage everyone to learn more about this issue and to join the global movement to end FGM. Together, we can make a significant impact and create a brighter future for all women."

"— Dr. Piers Forth, FGM Expert"

FOR MORE INFORMATION:

Fadumo Ahmed's story is a testament to the power of education and advocacy. Through her work with FORWARD, she continues to inspire and engage communities in the fight against FGM, working towards a future where all women are free from this harmful practice.

"This is a powerful story, one that highlights the importance of education, advocacy, and community support in the fight against FGM. It is an inspiring reminder of the impact that each of us can have in creating a brighter, more equitable future for all women.

"Thank you, Fadumo Ahmed, for your courage and your commitment to ending FGM. Your work is a beacon of hope, and we are grateful for your contribution to the global movement for women's rights."

"— Dr. Piers Forth, FGM Expert"

READER'S GUIDE INSIDE...

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www.feministpress.org
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On July 24, 1984, a woman and her infant daughter were murdered by two brothers who believed they were ordered to kill by God. The roots of their crime lie deep in the history of an American religion practiced by millions...
Jon Krakauer’s literary reputation rests on insightful chronicles of lives conducted at the outer limits. He now shifts his focus from extremes of physical adventure to extremes of religious belief within our own borders, taking readers inside isolated American communities where some 40,000 Mormon fundamentalists still practice polygamy. Defying both civil authorities and the Mormon establishment in Salt Lake City, the renegade leaders of these Talmud-like theocracies are zealots who answer only to God.

At the core of Krakauer’s book are brothers Rulon and Bar Lafferty, who insist they received a commandment from God to kill a blameless woman and her baby girl. Beginning with a meticulously researched account of this appalling double murder, Krakauer constructs a multilayered, bone-chilling narrative of messianic delusion, polygamy, savage violence, and unyielding faith. Along the way he uncovers a shadowy offshoot of America’s fastest growing religion, and raises provocative questions about the nature of religious belief.

“This year’s most audacious work of nonfiction... A white-knuckle mix of true-crime reporting and provocative history.” —New York Post

“Scrupulously reported and written with Krakauer’s usual exacting flair. Under the Banner of Heaven is both gripping and frightening, and it will forever change the crepuscular book buyer’s list.” —Ken Johnson, The New York Times Book Review.