

Carleton University
Department of Sociology and Anthropology
SOCI 4039A
Fall 2023
Women in Contemporary Arab Societies: Focus on Palestine

Wednesdays: 11:35-2:25

Instructor: Professor Nahla Abdo

Office Hours: By email.

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Zoom Link: <https://carleton-ca.zoom.us/j/93298976116?pwd=UHVJMDU3L3k3dHQwOVBOV0FobHNDdz09>.

Method of Delivery: Blended: (Synchronic (Zoom presentations and discussions); and A-synchronic (documentary-viewing and other independent work with feedback).

Prerequisites: Fourth year standing

Course Objectives/Learning Outcomes

This Seminar seeks to introduce students to the lives and experiences of women in Middle Eastern Societies. By refusing the Western imagined (Orientalist) perception of Arab/Muslim women, our discussions hope to reconstruct the real lives and struggles of these women by studying their lived reality, listening to their voices, and considering their own experiences. A general account of women in Arab Middle East will be provided. Still the emphasis throughout this course will be on Palestine and Palestinian women. It discusses issues of class, gender, national identity, education, political lives, and daily struggles. Hence, the need in this seminar to delve deep into the proper theoretical/conceptual framework of settler colonialism and indigenism and the consequent process of genocide of the indigenous people. Reflections from the theoretical context of settler colonialism and indigenism, it is hoped, will further strengthen our epistemological stand on indigenous peoples here in Canada.

Course Requirements and Methods of Evaluation

In accordance with the Carleton University Undergraduate Calendar (p 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50 WDN = Withdrawn from the course DEF = Deferred

Course Organization

This Seminar is organized using Synchronous and A-synchronous tools. These include short introductions, individual and group discussions, a text-book and audio-visual material (documentaries and other videos).

Group Discussions

Students will be responsible for presenting a brief account of each week's readings (20-25 minutes) designed to focus discussion. Each presentation is intended to cover the main issues in each reading. At the end you may want to provide your own reflection or critique.

Course Grading Scheme: The following division of grading is tentative. It might change to accommodate class composition and circumstances.

<i>Assignments</i>	<i>Value</i>	<i>Deadline</i>
Participation	15%	For actual Zoom Participation.
Book Review	20%	October 30 th by 4:00 p.m.
Documentary Review	15%	Open until November 1 st by 4:00pm.
Final Assignment	50%	December 7 th by 4:00 p.m.

- A. **Participation requirements** include, seminar weekly attendance, participating in discussions, and delivering in-person (using zoom) presentation. For the individual/group presentations participants are expected to make one major presentation each, designed to introduce each week's readings (approximately, 25 minutes each.) there will be roughly two presentations per-week. These are intended to focus class discussions. Each presentation is intended to cover the main issues in each reading and no detailed summary is required. (15%).
- B. **Book Review** involves content analysis of one book which should be around women and settler colonialism in Palestine (Canada is open as an alternative,). Alternatively, you can review three articles related to the same theme as the book- themes could be chosen from the subtitles of the seminar outline). A list of books and articles are provided. **A maximum of three (3) double-spaced-12 font page-long review** should be submitted via **Brightspace – no additional pages allowed-**. The review should consist of two parts: a summary of the book/articles' main themes, topics, discussions, theories, and an overall

analysis including your opinion. Your opinion is welcome: discuss what you find particularly interesting, challenging, important or problematic. Value = 20%.

- C. **Documentary Review** involves viewing three documentaries (from those listed in the Seminar's outline). It will be decided on in class. Your review should not exceed 2 double-space pages and should be submitted via **Brightspace**: Value = 15%: 5% each. **You can submit anytime with the last date of submitting the film review is November 1st by 4:00pm.**
- D. **The Final research paper** should demonstrate a mastery of course readings/material and familiarity with seminar discussions. Topics must be chosen in consultation with the Professor (you can choose any of the course sub-headings or other related topics. Considering the focus of this seminar it is recommended you choose a topic related to Palestinian women. Palestinian women's ordeal under Israeli settler colonialism could either be discussed on its own or compared to the ongoing struggles of indigenous peoples in Canada. The paper should not exceed **6** double-spaced-pages. It should be submitted via **Brightspace**: Value = 50%. – You can start preparing for your final paper any time.
- Please keep in mind that, you can orient your in-class-presentation, book, and film reviews towards your final research paper. **The book (to be reviewed) and topic (for research) must first be discussed with the instructor in advance. We will dedicate the last 30-50- minutes of the class for individual consultations.**

DUE-DATES:

- 1) In-class Presentations will be assigned first day of Seminar and conducted throughout the seminar.
 - 2) Book/articles Reviews to be submitted October 30, 2023.
 - 3) Film/documentary Review, to be submitted by November 1st.
 - 3) Final Research Paper to be submitted by December 7th, 2023 (last day of class).
- Papers completed before the deadline can also be submitted. Students who for medical (or other legitimate) reasons and who can't submit on time need to get in touch with the Professor.

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic

accommodations in this course, please contact PMC at **613-520-6608** or **pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2023**.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

Important Dates – Fall 2023

- September 1: Last day for receipt of applications from potential fall (November) graduates.
- September 2-3, 2023: Residence move in weekend.
- September 4, 2023: Statutory holiday. University closed.
- September 5, 2023:
- Academic orientation (undergraduate and graduate).
 - Orientation for Teaching Assistants.
 - Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.
- September 6, 2023: Fall term begins.
- September 12, 2023 ; Last day for registration and course changes (including auditing) in early fall courses.
- September 13, 2023: OSAP deferral deadline.
- September 19, 2023:
- Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
 - Last day to withdraw from early fall courses with a full fee adjustment (financial withdrawal).
 - Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023.
- September 22-24, 2023: Full and late summer deferred final examinations held.
- September 30, 2023: Last day to withdraw from full fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
- October 1, 2023: Last day for academic withdrawal from early fall courses.
- Last day to request Formal Examination Accommodation Forms for Oct/Nov final examinations to the Paul Menton Centre for Students with Disabilities.
- October 6, 2023: December examination schedule available online.
- October 9, 2023: Statutory holiday. University closed.

October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period.

October 15, 2023:: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 20, 2023: Last day of early fall classes.

October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break. No classes.

October 28 -
November 5, 2023: Final examinations in early fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023L: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023:

- Last day for academic withdrawal from full fall and late fall courses.
- Last day to request formal exam accommodations for full fall, late fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
- Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 19-21, 2023: Early fall undergraduate deferred examinations will be held.

November 24, 2023: Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the full fall or fall/winter before the official examination period.

November 25, 2023: Winter Payment Deadline.

December 1, 2023:

- Last day for receipt of applications from potential winter (February) graduates.
- Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department.
- Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the late fall before the official examination period.

December 5, 2023: Winter term registration for University of Ottawa undergraduate exchange students opens at 8:30 a.m.

December 8, 2023:

- Last day to pay any remaining fall tuition fees to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.
- Fall term ends.
- Last day of full fall and late fall term classes.
- Classes follow a Monday schedule.
- Last day for receipt of applications for undergraduate degree program transfers for winter term.
- Last day for take home examinations to be assigned.

REQUIRED TEXT:

Nahla Abdo. **Women in Israel: Race, Gender and Citizenship**. London: Zed Books 2011.

Nahla Abdo. 2014. **Captive Revolution: Palestinian Women's Anti Colonial Struggle...** Pluto.

Highly Recommended Books:

(Note: authors begin with first name; books and other reading material are available on Ares)

**** Nahla Abdo. 2022 "The Palestine Exception, Racialization and Invisibilization: From Israel (Palestine) to North America (Turtle Island)", *Critical Sociology*, on line first, <https://doi.org/10.1177/08969205221131315>.**

Nahla Abdo and Nur Masalha (eds.) 2018. **An Oral History of the Palestinian Nakb**. London: Zed Books.

Nahla Abdo and Ronit Lentin. Eds. 2002. **Women and the Politics of Military Confrontation: Palestinian and Israeli Gendered Narratives of Dislocation**. London: Berghahn books.

**** Amnesty International Report: "Israel's Apartheid Against Palestinians: A Look into Decades of Oppression and Domination", 2021, <https://www.amnesty.org/en/latest/campaigns/2022/02/israels-system-of-apartheid/>**

**** Baroud, Ramzy. *These Chains Will Be Broken: Palestinian Stories of Struggle and Defiance in Israeli Prisons*. Atlanta, GA: Clarity Press, 2020.**

**** Ehrenreich, Ben. 2017. *The way to the Spring: Life and Death in Palestine*. Penguin Books.**

****** Veracini, Lorenzo. *Israel and Settler Society*. London: Pluto Press, 2006.

****** Wolfe, Patrick. "Settler colonialism and the elimination of the native." *Journal of Genocide Research* 8/4 (2006), 387-409.

Steven Salaita. 2016. **Inter/nationalism**. University of Minnesota Press.

Nadine Christine Naber; Alsultany, Evelyn; Abdulhadi, Rabab abdel-Hadi. 2011, **Arab & Arab American feminisms: gender, violence, & belonging - Gender, culture & politics in the Middle East**. Syracuse University Press: New York.

****** Flora Renz, "Gender-Based Violence Without a Legal Gender: Imagining Single-Sex Services in Conditions of Decertification". - 2023 - *Feminist Legal Studies* 31 (1):43-66.

Samir Khalaf and John Gagnon. 2006. **Sexuality in the Arab World**. Eds. London: Saqi Books.

Nur Masalha. 2012. *The Palestine Nakba: Decolonizing History, Narrating the Subaltern, Reclaiming Memory*. Zed Books.

Abeer Baker and Anat Matar. Eds. 2011. **Threat: Palestinian Political Prisoners in Israel**. Pluto Press.

Ronit Lentin. ed. 2008. **Thinking Palestine**. London: Zed Books.

Ronit Lentin. 2018. **Traces of Racial Exception: Racializing Israeli Settler Colonialism**. Bloomsbury.

Lila Abu-Lughod. 2013. **Do Muslim Women Need Saving?** Harvard University Press.

Ahmad H. Sa'di and Lila Abu-Lughod. Eds. 2007. **Nakba: Palestine, 1948, and the Claims of Memory**. Columbia University Press.

****** Ghofran Hilal, Hadeel Al-Zu'bi & Thawab Hilal, "The Legal Dimensions of Women's Employment in the Jordanian Private Sector: An Analysis of Family-Related Rights" *Feminist Legal Studies* 30 (3):331-354 (2022).

****** Peter Mayo, "Antonio Gramsci, Settler-Colonialism and Palestine" , *Journal of Holy Land and Palestine Studies*, 2022 • [Volume 21, Issue 2 /](#)

****** Nurit Peled-Elhanan. **Palestine in Israeli School books: Ideology and propaganda in Education**. London. Tauris Academic Studies: 2012.

****** Qumsiyeh, Mazin B. **Popular Resistance in Palestine: A History of Hope and Empowerment**. London: Pluto Press, 2011.

Suad Joseph and Susan Slyomovics. 2000. **Women and Power in the Middle East**.

Philadelphia: University of Pennsylvania Press.

Violence Against Women in Egypt. 2001. *CEDAW Report*:
[Http://www.omct.org/pdf/VAW/EgyptEng2001.pdf](http://www.omct.org/pdf/VAW/EgyptEng2001.pdf)

Margaret L. Meriwether, Judith E. Tucker. Eds. 1999. **Social history of women and gender in the modern Middle East.** Boulder, Colo: Westview Press.

Judith Tucker. ed. (1993) **Arab Women: Old Boundaries New Frontiers**, Indiana University Press in association with the Centre for Contemporary Arab studies, Georgetown University.

****Karen Stote. 2015 *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Fernwood Publishing.**

Marnia Lazreg. (1994) **The Eloquence of Silence; Algerian Women in Question**, Routledge: London.

Hisham Sharabi. Neopatriarchy: **A Theory of Distorted Change in the Middle East**, New York, Oxford University Press, 1988. Selected Chapters.

Ghada Karmi. 2015. **Return: A Palestinian Memoir**. Verso: London (*A novel*).

Radwa Ashour. 2019. **The Woman from Tantoura** (*A novel*).

**** Dr. Arland Jacobson: Two Settler Colonies: Israel and the United States (2020), in**
https://www.academia.edu/44075110/Two_Settler_Colonies_Israel_and_the_United_States

**** Peteet, Julie. 2017. Space and mobility in Palestine. Bloomington: Indiana University Press.**

**** Kraus, Vered and Yuval P. Yonay. 2018. *Facing barriers: Palestinian women in a Jewish-dominated labor market*. Cambridge: Cambridge University Press.**

**** Ahmed, Leila. 1992. *Women and gender in Islam: historical roots of a modern debate*. New Haven, CT: Yale University Press.**

**** Anne de Jong, “Zionist hegemony, the settler colonial conquest of Palestine and the problem with conflict: a critical genealogy of the notion of binary conflict” in *Settler Colonial Studies* (2017).**

**** Chandni Desai and Rula Shahwan: “Preserving Palestine: Visual archives, erased curriculum, and counter-archiving amid archival violence in the post-Oslo period,” *Curriculum Inquiry*, Volume 52, 2022 - [Issue 4](#)**

**** Linda Tabar & Chandni Desai, Decolonization is a global project: From**

Palestine to the Americas, in *Decolonization: Indigeneity, Education & Society* Vol. 6, No. 1, 2017, pp. i-xix.

**** David Lloyd (2012) Settler Colonialism and the State of Exception: The Example of Palestine/Israel, *Settler Colonial Studies*, 2:1, 59-80.**

Patrick Wolfe, 2016, *Traces of History: Elementary Structures of Race* Paperback.

**** Lorenzo Veracini, 2017. Decolonizing Settler Colonialism: Kill the Settler in Him and Save the Man”, in *American Indian Culture and Research Journal* 41:1**

**** Fanon, Frantz. *The Wretched of the Earth*. Preface by Jean-Paul Sartre; translation by Constance Farrington. New York: Grove Press, 1963. French original: *Les damnés de la terre* (Paris:Presence Africaine, 1961).**

**** Carlson, Elizabeth. “Anti-Colonial Methodologies and Practices for Settler Colonial Studies.” *Settler Colonial Studies* 7, no. 4 (October 2, 2017): 496–517. <https://doi.org/10.1080/2201473X.2016.1241213>.**

**** Hammami, Rema. 2019. “Destabilizing mastery and the machine: Palestinian agency and gendered embodiment at Israeli military checkpoints.” *Current Anthropology* 60(S19): S87–S97.**

For further readings on women in the Middle East, see the following Journals: *JHPS (Journal of Holy Land and Palestine Studies)*; *MERIP (Middle East Reports)*; *ASQ (Arab Studies Quarterly)*; *IPS (Journal of Palestine Studies)*; *IJMES (International Journal of Middle Eastern Studies)*; *ASJ (Arab Studies Journal)*; and *JMEWS (Journal of Middle Eastern Women's Studies)*.

Course Outline

September 6: Get in the Spirit

Introduction, Presentation Assignments, and familiarizing the students with Palestine/Arab/Muslim/Middle East socio- political geography.

September 13: Orientalism, Whiteness and Arab/Muslim Women

Please watch this video (less than 3-minutes) and share your comments at our next meeting:

“When I see them I see us ” https://www.washingtonpost.com/video/world/when-i-see-them-i-see-us/2015/10/15/c8f8aa40-72c2-11e5-ba14-318f8e87a2fc_video.html

Readings:

Riley Quinn, “An Analysis of Edward Said’s Orientalism”,
https://www.academia.edu/25550382/An_Analysis_of_Edward_Saids_Orientalism

Nadine Naber. ‘Imperial Whiteness and the Diasporas of Empire’. *American Quarterly*, Volume 66, Number 4, December 2014, pp. 1107-1115.

Lila Abu-Lughod. 2006. “The Muslim woman: The power of images and the danger of pity.” <https://www.scribd.com/document/369015615/Abu-Lughod-the-Muslim-Woman-The-Power-of-Images-and-the-Danger-of-Pity>

Nahla Abdo. 2022 “The Palestine Exception, Racialization and Invisibilization: From Israel (Palestine) to North America (Turtle Island)”, *Critical Sociology*, on line first,

September 20: Women, and Imperialism

Film Discussion on the Forum: (A Synchronic)- Please share your comments on the Forum.

1) Nadine Naber. “Women and War in the Middle East”
<https://www.youtube.com/watch?v=spLKnrxXcA>

2) Interview with Edward Said:
<https://www.youtube.com/watch?v=YvR3qeroQ2M>

(P.S. Please use documentary No. 1 for one of your film reviews).

September 27: Anti-Orientalist/anti-imperialist Feminism

Readings:

Nahla Abdo. "Women in Palestine: The Relevance of History", in, **Women in Israel: Race, Gender and Citizenship**. Zed Press, 2011. (Chapter 2, pp. 54-99).

Lila Abu-Lughod. 2002 "Do Muslim Women Really Need Saving". *American Anthropologist*. 104(3) 783-790.

Nada Elia. "Islamophobia and the 'Privileging' of Arab American Women", *NWSA Journal*, Volume 18, Number 3, Fall 2006, pp. 155-161.

Louise Cainkar. "Becoming Arab American", *MERIP (Middle East Research and Information Project)*, Spring 2016, no. 278.

October 4: Women, Sexuality and Islam

Please view at home and share your comments on Forum. **Deepa Kumar**. "Gender, Sexuality and Empire: Imperialist feminism in Culture",
https://www.youtube.com/results?search_query=deepa+kumar%2C+gender%2C+sexuality

(P.S. you can also use this documentary for your review)

Readings:

Flora Renz, "Gender-Based Violence Without a Legal Gender: Imagining Single-Sex Services in Conditions of Decertification". - 2023 - *Feminist Legal Studies* 31 (1):43-66.

Piya Chatterjee and Sunaina Maira ((eds.), **The Imperial University Academic Repression and Scholarly Dissent**, 2014. Introduction.

Nahla Abdo, in Farhad Nomani, eds. **Islam and the Everyday World: Public Policy**. London: Routledge: 2006 (pp. 88-113).

Jason Todd Ritchie⁴, "Queer checkpoints: Sexuality, Survival, and the Paradoxes of Sovereignty in Israel-Palestine", <https://www.ideals.illinois.edu/items/18323>

Hammami, Rema. 2019. "Destabilizing mastery and the machine: Palestinian agency and gendered embodiment at Israeli military checkpoints." *Current Anthropology* 60(S19): S87-S97.

October 11: Gender, the State and Citizenship: Palestine - Israel and beyond.

Readings:

Kim Jezabel Zinngrebe, "Palestinian women in Israel: embodied citizen strangers", *Settler Colonial Studies*, 2019, VOL. 9, NO. 1, 117–134.

Nahla Abdo, **Women in Israel:** (Introduction- pp. 1-6, and "Chapter One"), **Women in Israel:** pp. 8-53.

Nahla Abdo and Ronit Lentin, 2002. **Women and the Politics of Military Confrontation: Palestinian and Israeli Gendered Narratives of Dislocation** "Introduction", pp. 1-33.

Amnesty International Report: "Israel's Apartheid Against Palestinians: A Look into Decades of Oppression and Domination", 2021,

October 18: Women, Politics, State and Resistance

Nahla Abdo, "Political detainees and the Israeli Prison System", in **Captive Revolution: Palestinian Women's Anti-Colonial Struggle...**, pp. 123-166.

Benevolence: Canadian Menaka Raguparan, "Resisting State Violence by Making Room for Police Officers' Indoor Sex Workers of Colour Share Their Experiences" *Feminist Legal Studies* 31 (2):171-189 (2022).

Scott Clark, "Overrepresentation of Indigenous People in the Canadian Criminal Justice System: Causes and Responses", 2019. <https://www.justice.gc.ca/eng/rp-pr/jr/oip-cjs/oip-cjs-en.pdf>

Neeganagwedgin, Erica, "THEY CAN'T TAKE OUR ANCESTORS OUT OF US: A BRIEF HISTORICAL ACCOUNT OF CANADA'S RESIDENTIAL SCHOOL SYSTEM, INCARCERATION, INSTITUTIONALIZED POLICIES AND LEGISLATIONS AGAINST INDIGENOUS PEOPLES," *Canadian Issues*; Montreal (Spring 2014): 31-36.
<https://www.proquest.com/docview/1665530527?pq-origsite=gscholar&fromopenview=true>

Human Rights Council, "Special Rapporteur Says Israel's Unlawful Carceral Practices in the Occupied Palestinian Territory Are Tantamount to International Crimes and Have Turned it into an Open-Air Prison", <https://www.ohchr.org/en/news/2023/07/special-rapporteur-says-israels-unlawful-carceral-practices-occupied-palestinian>

October 25: Fall Break (No Classes)

November 1: Documentary Review (Mai Masri: 3000 Nights): **submit by 4:00 pm.**

November 8: Women, Labour and the Economy

Readings:

Amalia Sa'ar, "Economic Citizenship at the Intersection of Nation, Class, and Gender The Case of Palestinian Women in Israel", *Current Anthropology*, volume 64, number 1, February 2023-
<https://www.journals.uchicago.edu/doi/epdf/10.1086/723299>.

Nahla Abdo, "Women and Economic Citizenship" in. **Women in Israel...** pp. 100-144.

Yusuf M. Sidani and Tony Feghali "Female labour participation and pay equity in Arab countries: commonalities and differences", in *Contemporary Arab Affairs*, 2014
Vol. 7, No. 4, 526–543, <http://dx.doi.org/10.1080/17550912.2014.948313>.

Rana Hendy. "Women's Participation in the Egyptian Labour Market 1998-2012", in
<https://erf.org.eg/wp-content/uploads/2015/12/907.pdf>

Sangeeta Sinha. "Women's Rights: Tunisian Women in the Work Place", in **Journal of International Women's Studies**, issue 3.. *Arab women and their struggle for socio-economic and political rights*. 12(3), 185-200. Available at:
<http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1120&context=jiws>

Ghofran Hilal, Hadeel Al-Zu'bi & Thawab Hilal, "The Legal Dimensions of Women's Employment in the Jordanian Private Sector: An Analysis of Family-Related Rights"
Feminist Legal Studies 30 (3):331-354 (2022).

November 15 Women and Education Under Settler Colonialism

Linda Tabar and Chandni Desai, "Decolonization is a global project: From Palestine to the Americas", in *Decolonization: Indigeneity, Education & Society*, Vol. 6, No. 1, 2017, pp. i-xix

Nahla Abdo, "Women's Citizenship, Education and Human capital", in **Women in Israel...**, chapter 4: pp. 145-184.

Nadia Sa'd Al-Deen, "Educational and economic dimensions in the Israeli project against occupied Jerusalem", in *Contemporary Arab Affairs*, 2017 VOL. 10, NO. 3, 338–353
<https://doi.org/10.1080/17550912.2017.1358956>

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