

**Culture and Politics of Afghanistan and Pakistan:
*Understanding Current Security Challenges***

Public Administration and International Affairs (PAI) 626-1 (47918)
Anthropology (ANT) 626 (47308)
ANT 426-M001 (49071)
SAS 426-M001 (49070)

Spring 2016
Tuesday/Thursdays 5:00 – 6:20 p.m.
Syracuse University
Dineen Hall, Room 342

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[ISLAM, LAW & WAR](#) |
[INSCT Blog on Security](#)

Course Description: This course introduces students to Afghanistan and Pakistan—through attention to their histories, cultures, current politics, and security challenges. Using a multi-perspective and interdisciplinary social science approach, the course will rely upon prominent political and geopolitical analyses, theories of international relations, including international law and norms, and anthropological and sociological scholarship to better frame their respective contemporary challenges.

This course has historically (thanks to the work of Professor Susan Wadley) had a strong emphasis on culture from an anthropological perspective. We are going to retain that important emphasis on culture—broadening it to include other social science thinking—and relate it to questions of politics, security, history, religion, and international relations, among other issues.

Learning outcomes include:

- ❖ To gain an understanding of the factors leading to the current dilemmas in Pakistan and Afghanistan, including each nation's differing responses to structural factors and challenges;
- ❖ To understand the histories of these two places, especially since the mid-20th century; including early benchmarks (i.e., colonialism, imperialism, and the Great Game; the Durand Line; the Partition of India) and recent defining moments (i.e., Post-9/11 wars and globalization);
- ❖ To explore the role of Islam, religion, and minorities (Shi'a , Ismaili) in both places, as well as the political force of certain elites, ideologies, and constituencies;
- ❖ To gain understanding of the rural, regional, and urban social and governance structures, as well as the role of gender relationships and the various ethnic and religious groups in both countries;
- ❖ To examine the effects of contemporary pressures and trends on both societies in different ways—including, migration, globalization, war, political violence, and conflict, the power and influence of strong nonstate actors and groups, etc.;
- ❖ To explore the role of influential state actors on each country, their foreign policy choices, and their relationship, including Russia, India, China, Iran and the United States.

- ❖ To develop a theoretical sophistication with interdisciplinary culture and security questions in the context of international relations.

Required Books & Readings (available on Blackboard):

Stephen P. Cohen, *The Idea of Pakistan* (Brookings, 2nd ed., 2006)
 Thomas Barfield, *Afghanistan* (Princeton UP 2010)
 Seth Jones, *In the Graveyard of Empires: America's War in Afghanistan* (Norton, 2010)
 C. Christine Fair, *Fighting to the End: The Pakistan Army's Way of War* (Oxford UP 2014)
 Quintan Wiktorowicz, *Radical Islam Rising: Muslim Extremism in the West* (Rowman & Littlefield 2005)

Requirements: Percent Grade

Undergrad:

Weekly Readings/Discussion	20
<i>Reading Journal with weekly classroom questions</i>	
Maxwell Lecture/Event Participation (3+)	5
2 Short Group Presentations	25
One Position Paper/Essay/Report	20
One Final Research Project/Paper (10-12 pp.)	30
<i>Final research paper/project proposal</i>	

Graduate:

Weekly Readings/Discussion	20
<i>Reading Journal with weekly classroom questions</i>	
Maxwell Lecture/Event Participation (3+)	5
One Position Paper/1 Book Report	20
2 Short Group Presentations	25
One Final Research Project/Paper (20-25 pp.)	30
<i>Final research paper/project proposal</i>	

Note: Films and campus events are a fantastic way to get immersed in the region and to encounter diverse expertise. I have required participation in such events (see above). If you wish to attend more events, see me for extra credit.

Explanation of Requirements:

- 1) You are expected to read for each day of class, write on the readings, and participate in discussion, including bringing a text-based question to class. Create a running weekly **“Reading Journal”** with a citation heading for each reading assignment and end each weekly entry with 2 written questions (1 p/class). Also pay attention to news/current events in the global media about Pakistan, Afghanistan, and the region (see below for sources).
- 2) GRAD: Most Thursdays will begin with a brief (10 minute ONLY) **oral book report** by a graduate student on a book assigned for that week, or one that you have received permission to report on. Graduate students must choose one of the books in the syllabus (marked *) or from the list below. You are to present cogently the key issues of the book in a ten minute presentation, including the author’s thesis and perspective/contribution to the debate on the subject of the book. This should not be a summary of the book, but a

thoughtful presentation of its key elements. In addition, you are to **write a book review** in standard academic book review style. See attached guidelines.

Book report choices (all books are available in my office & elsewhere; additions welcomed):

Tariq Ali et al., *Kashmir: The Case for Freedom* (Verso 2011)

William Dalrymple, *Return of a King: The Battle for Afghanistan 1839-42* (Knopf 2013)

Imtiaz Gul, *The Most Dangerous Place* (Penguin 2011)

Hussein Haqqani, *Magnificent Delusions: Pakistan, US & an Epic History of Misunderstanding* (Public Affairs 2013)

Hussein Haqqani, *Pakistan: Between Mosque and Military* (Carnegie 2005)

Shafiqat Hussain, *Remoteness and Modernity: Transformation & Continuity in Northern Pakistan* (Yale UP 2015)

Ahmed Rashid, *Jihad: The Rise of Militant Islam in Central Asia* (Yale UP 2002)

Yasmin Khan, *The Great Partition: The Making of India and Pakistan* (Yale UP 2008)

Shahnaz Rouse et al., *Re-envisioning Pakistan: The Political Economy of Social Transformation* (Conference Proceedings Sarah Lawrence, April 2014)

Farzana Shaikh, *Making Sense of Pakistan* (Columbia UP 2009)

Lloyd Ridgeon, eds., *Major World Religions* (Routledge, 2003)

Timur Kuran, *The Long Divergence: How Islamic Law Held Back the Middle East* (Princeton UP 2011)

Rudolph Peters, *Crime & Punishment in Islamic Law: Theory and Practice from the 16th to the 21st Century* (Cambridge UP 2005)

Ayesha Siddiqi, *Military Inc.: Inside Pakistan's Military Economy* (Oxford UP: 2007)

Kamala Visweswaran, *Perspectives on Modern South Asia: A Reader in Culture, History, and Representation* (John Wiley 2011)

- 3) UNDERGRADS: you are to write one standard academic book review from a book listed in the syllabus. See attached guidelines. **DUE MARCH 21.**
- 4) **Topics for short presentations** are listed throughout the semester (note that we'll develop the topics for the last three weeks as a class). The class will be split into pairs, and, as per your topic assignment, each group is to prepare a short (10 minute) presentation to share with your colleagues and to lead the ensuing discussion. You are expected to be creative and go beyond the assigned readings. **DO NOT COPY WEB INFORMATION INTO A POWERPOINT AND FEEL THAT YOU HAVE BEEN CREATIVE!**
- 5) You are responsible for an individual **final capstone project/paper** on a topic of your choice approved by me. This could be a standard academic research paper, or something quite different (with the same research effort involved): a set of materials, including a lesson plan, for teachers to use in a high school classroom; a policy review white paper; a report on an issue area with recommendations; Note: that any materials must be the equivalent of a 10 page paper (undergrad) or 20 page paper (grad). Preliminary topic paragraphs and initial bibliography are **DUE MARCH 21**. Final project: Draft **DUE Apr. 10; Final due May 3rd; to be presented in class in late April/early May**. Your class presentations should be 15 minutes long, crisp and well-organized.

Other Administrative Items:

I do not accept **late** work or course “incompletes” unless extraordinary circumstances develop.

The Syracuse University **Academic Integrity Policy** holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. For more information and the complete policy, see <http://academicintegrity.syr.edu>. If I find that you violated the integrity policy, you will receive an F on that assignment, possibly for the course. You have a right to appeal the charge of violation.

Students who are in need of **disability-related academic accommodations** must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services <http://disabilityservices.syr.edu/>

Religious holidays: SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. We will adjust oral presentations around any holidays that you miss, pending your submission through the on-line process.

Notes & Preferences on Assignments: Worksheet

Events/Lectures	Group Presentation 1	Group Presentation 2	Book for Review	Dates of Note

COURSE SCHEDULE

Week 1: Jan. 19-21 Introduction; Geopolitical Trends

Jan. 19 Introductions to the region; why study Pakistan and Afghanistan?

Week 1 Readings: *Begin Cohen, Future of Pakistan (Preface-Reidel, Intro & Ch 1 Arrival & Departure)*; Cohen Chap. 1, “The Idea of Pakistan”; **Benedict Anderson, “Introduction” (highlights only) & “Cultural Roots” (begin with p. 36) *Imagined Communities* (2006)**; Ayesha Jalal, “Conjuring Pakistan: History as Official Imagining,” *Int. J. Middle East Stud.* 27 (1995), 73-89.

Discussion: Syllabus, pedagogy, requirements & scheduling; Geography & regional identity exercise; Key concepts (nation, people, culture, religion); why study Af-Pak; why culture & security

Jan. 21 Situating Af-Pak: Global Trends & Geopolitics; Theories (Explanations) of Culture, Conflict & Security

Discussion: Nation as construct, new consciousness; maps & interdisciplinary study of nationalism; Anderson’s definition of nation; Cohen’s narrative history of Pakistan’s origins & why Islam; in Pakistan does nationalism replace the socio-cultural role of religion?

Scheduling items: Choose—and schedule—3 lectures at South Asia Center (SAC), Maxwell, or INSCT for the semester. SAC schedule on BB; Roxanne Tupper rmtupper@law.syr.edu for the INSCT@LISTSERV.SYR.EDU; Candy Brooks cbrook01@maxwell.syr.edu. My expectation is that you will ask a question at the lecture or share with the class your account of the speaker’s thesis. Also start thinking about choosing group presentation dates; book reports; research topics.

Week 2: Jan. 26-28 Exploring Pakistan’s History and Current Status

Jan. 26 Pakistan history

Readings: **Cohen, Chaps. 1 & 2 (*Idea of Pak*)**; Benedict Anderson, “Introduction” (*highlights only*) & “Cultural Roots” (begin with p. 36) *Imagined Communities* (2006); **Ayesha Jalal, “Conjuring Pakistan: History as Official Imagining,” *Int. J. Middle East Stud.* 27 (1995), 73-89.**

Discussion: Nation as construct, cont.

Jan. 28 Historical Islam, Feudalism

Readings: Cohen Chap 3-4; Albert Hourani Chap. 1-2, *A History of the Arab Peoples*

JANUARY 2016						
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Discussion: What do we learn from Hourani? How does it add to—or correct—the Pakistan national narrative? Context for broader global issues, centrally involving Af-Pak?

FEBRUARY 2016						
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Week 3: More on Pakistan: Current Status and Regional Political & Security Issues; ANT→IR Theory

Feb 2 Multiple Narratives; “A Deadly Triangle”

Readings: William Dalrymple, [A Deadly Triangle: Afghanistan, Pakistan, and India](#), Sections 1-5 (Brookings, 2013); C. Fair Chap 3, “Born an Insecure State”

Feb. 4 Competing Accounts

Readings: Cohen 5 & 6 “Islamic Pak”; “Regionalism & Separation”

Discussion: “Orientalism” and the Myths of the East, Islam, etc.

Lecture:

1. Security Challenges in Pakistan—how did what we learn thus far help us better understand the security problems in Pakistan and the triangle?

2. Orientalism, Colonialism, Postcolonialism

Book Reports: *Shaikh, Making Sense of Pakistan; Gul, The Most Dangerous Place; Haqqani Pakistan: Between Mosque and Military*

Week 4: Issues in Pakistan Education, Religion and its Proxies

Feb. 9 Issues in Pakistan Education

Film: *The Miseducation of Pakistan*

Readings: Cohen Chap. 7-9, Demographics, Education, Economics & Futures; Siddiqa, “Red Hot Chilli Peppers Islam – Socio-Political attitudes amongst Youth in Elite Universities in Islamabad, Lahore and Karachi”; Curriculum of Intolerance in Saudi Arabia

Discussion of Sunni, Shi’a, Sufi, and Ismaili forms of Islam; What is meant by ‘secular’?

Feb. 11 Islam II; Cont.

Readings: M.C. Bassiouni, Introduction to *Shari’a and Islamic Public Law in Time of War & Peace*; Bassam Tibi, “Why Islamism and not Islam?”; Christopher Hitchens, “Religion as Original Sin”; Noah Feldman, [“The Race to Build Mosques Is a Waste of Money.”](#) *Bloomberg View* (Jan 17, 2016)

Book Reports: *Ridgeon, Major World Religions; Kuran, The Long Divergence; Peters, Crime & Punishment in Islamic Law*

Week 5: Critical Topics; Begin Afghanistan (Instructions TBD, see BB: “Assignments”)

- Feb. 16: The Great Game Group A
 Partition: Great Migration Group B
 Bangladesh Group C
 Durand Line Group D
- Feb. 18 ISI Group E
 Ahmadiyyas Group F
 FATA Group G
 Kashmir Group H

Week 6: Feb. 23

Feb. 23 Military/Militarization

Readings: Fair Chap. 1, 2 & 4; Ladwig, “Cold Start for Hot Wars: India’s New Limited War Doctrine” (2008)

Discussion: Strategy, Tactics, Operations

MARCH 2016						
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Feb. 25 Afghanistan Introduction

Readings: Barfield, Intro, Chap 1-2; Selections TBD from Edwards, David B., *Heroes of the Age: Moral Fault Lines on the Afghan Frontier*; Ghufraam (2009). *Pushtun Ethnonationalism and the Taliban Insurgency in the NW Frontier Province of Pakistan*.

Book Reports: Oldenburg, *Pakistan, India and Democracy*; Siddiq, *Military Inc.: Inside Pakistan's Military Economy*; Yasmin Khan, *The Great Partition: The Making of India and Pakistan*

Week 7: Core Social Structures: Swat/Paktun/Waziristan

Mar. 1 Anthropological endeavors—ethics, research, culture, global v. local

Weekly Readings: Barfield Chap. 3-4; Abu-Lughod, Lila. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others” (2002); Edwards, D.B., “Learning from the Swat Pathans: Political Leadership 1978-97” (1998); Edwards, David B, “Afghanistan, Ethnography, and the New World Order,” (1984)

Mar. 3 Tribal Social Structures: Guest Speaker (TBD): Ethnicity, Sectarianism, Strife

Book Reports: Tariq Ali et al., *Kashmir: The Case for Freedom (Verso 2011)*; Dalrymple, *Return of a King: The Battle for Afghanistan 1839-42*; Imtiaz Gul, *The Most Dangerous Place*; Shabrani, *on Kirghiz and Wakhi of Afghanistan*

Week 8: Gender and Security

Mar. 8 Gender in Tribal Pakistan and Afghanistan; Modern Af-Pak; Honor

Weekly Readings: Rostami-Povey, Elaheh. “Gender, Agency and Identity, the Case of Afghan Women in Afghanistan, Pakistan and Iran” (2007); Nancy Tapper, “Direct Exchange and Brideprice: Alternative Forms in a Complex Marriage System,” (Sept. 1981); Fair Chap. 5 & 6; Tapper, Richard. “What is Afghan Culture? An Anthropologist Reflects,” (2008); Moghadam, V. “Peacebuilding and Reconstruction with Women: Reflections on Afghanistan, Iraq and Palestine” (2005)

Mar. 10 Gender, Culture & Security

Book Reports: *Doubleday, Veronica. Three Women of Herat (2006); Kamala Visweswaran, Perspectives on Modern South Asia: A Reader in Culture, History, and Representation; Haeri, Shala, No Shame in the Sun: Lives of Professional Pakistani Women*

APRIL 2016						
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Spring Break: Sun.-Sun. 13-20

Week 9 Post 9/11 Security Challenges & Lessons

March 22: Guest speaker Dr. Mubbashir Rizvi, Assistant Professor, Department of Anthropology, Georgetown University (See BB for lecture)

Weekly Readings: Rostow & Rishikof, “9/11 and After: Legal Issues, Lessons & Irregular Conflict (p. 345) in Hooker & Collins, *Lessons Encountered: Learning from the Long War* (2015); Moghadam, V., “Patriarchy, the Taliban and Politics of Public Space in Afghanistan” (2002); Barfield, Chap. 4-6; Fair Chap. 7, 10 & 11 (skim); Jones Ch. 1-5.

March 24: Irregular Warfare & the Conflict Spectrum: Insurgency, Resistance & Factions

Book Reports (Week 9/10): *Nawaz (2008) Crossed Swords: Pakistan Its Army, and the Wars Within; Ahmed Rashid, Jihad: The Rise of Militant Islam in Central Asia, etc.; Hussain, Remoteness and Modernity: Transformation & Continuity in Northern Pakistan*

Week 10: Post 9/11 Security Challenges & Lessons II: Nuclear, Drones, Shifting Regional Politics

March 29: Nuclear Competition

Weekly Readings: Fair Chap. 8-10; Jones Chap 6-10; Shaw & Akhter (2011), “The Unbearable Humanness of Drone Warfare in FATA, Pakistan”; Dalton & Krepon, *A Normal Nuclear Pakistan* (Carnegie/Stimpson 2015); Sankaran, *Destroying Pakistan to Deter India* (Bulletin of Atomic Scientists 2014); Feroz Khan et al., *Nuclear Learning in South Asia: The Next Decade* (2014)

March 31: US, NATO, Western Role & Possibilities

Week 11: Governance and Politics in Afghanistan & Pakistan

April 5 Public Polls & New Voices: Postconflict Pluralism?

Weekly Readings: Jones Chap. 11-14; Wiktorowicz Into; Chap. 1-2; New Voices; Public Poll Selections (TBD); Al Qaeda/Dabiq Manual (selections); Majid Nawaz, Global jihadist insurgency (Quilliam Foundation)

April 7 Understanding Islamisms: At Home & Abroad

Book Reports: *Rashid, Ahmed, Descent into Chaos; Shahnaz Rouse et al., Re-envisioning Pakistan: The Political Economy of Social Transformation (Conference Proceedings 2014)*

Week 12: Current Issues I: China & the New Silk Road

April 12: Islamisms (Cont.): Deradicalization?

Weekly Readings: Wiktorowicz Into; Chap. 3, 4 & Conclusion; Jones 15-18; Schmidt/ICSR

April 14: China’s Silk Road

MAY 2016						
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Book Reports: *TBD*

Week 13: Current Issues II: New & Old Crises; Future of Af-Pak

April 19 Groups A, B, C, D

Weekly Readings: Cordesman, “New & Old Crises”; Reread Cohen, Future of Pakistan; Additional selections (dependent on Group choices)

April 21 Groups E, F, G, H

Week 14: April 26 Catch-Up Day

April 28 Presentations of capstone projects

Week 15: May 3 Presentations of capstone projects; Final Paper due

Last Day of Classes: Tues. May 3

Book Review: (900-1200 words)

Reviews should indicate the purposes, main arguments, conclusions, and contributions of the work under consideration. Both specialists and non-specialists will rely on your review to report the contents of the book and your critical evaluation of it. Keep in mind that non-specialists read the reviews section to keep abreast of a field for teaching purposes; insights regarding teaching usefulness will be very helpful (especially for paperbacks).

A book review has this basic outline:

- a. Author, title, publishing data, no. of page, e.g. ,
- b. 1-2 paragraphs outlining the book's main theme(s) and structure
- c. 3-5 paragraphs detailing aspects of the content of the book, perhaps chapter by chapter or by picking on main points
- d. 1-2 paragraphs that summarize and critique the book and suggest your general evaluation AND the appropriate audience.

Needless to say, reviews should generate light rather than heat. Reviewing is an art that calls for your best judgment about how to balance a summary of a book's content and your estimate of its worth. Although important failings should be mentioned, please assess the value to the field of the book as written. Reviews do not include footnotes or glossaries. Identify quotations from or references to the book under review with the page number in parentheses in your text. Your name and professional affiliation should appear at the end of the review, an extra space below the text and flush to the right margin.

Learn the genre by reading several reviews in a relevant journal (e.g. *Modern Asian Studies*, *Journal of Asian Studies*, *American Ethnologist*). Remember that your reader has a couple of pages (paragraphs) to decide whether the book interests him/her and whether he/she should read it.

Research and Online Resources: Special Topics to Get You Started

Maps:

[Perry-Castañeda Library Map Collection](#), University of Texas-Austin Libraries: Online archive of regional, historical, political maps.

University Centers & Specialists:

[Arab Information Project](#): At Georgetown University's Center for Contemporary Arab Studies (CCAS), the Arab Information Project (AIP) is our framework for studying the social, cultural, economic and political life of advanced communication and information technologies in Arab countries, including the growth of the Internet, direct satellite broadcasting, cellular and other telecommunications systems, the communication and information cultures in the Arab world and the manifold influences conveyed by these new technologies. AIP grew out of CCAS's twentieth annual symposium in 1995 on "[The Information Revolution in the Arab World](#)" to follow the evolution of these issues, thinking about them and research on them.

[NMIT Working Papers](#) Working Papers on New Media & Information Technology in the Middle East: preliminary formulations of new data and thinking from ongoing social science research on the economic, cultural, policy and social implications of new media, communication and information technologies in the contemporary Middle East.

- new data and findings from on-going social science research on uses and impacts of information technologies in work, leisure, education, commerce, media, development, local and regional identities, globalization and transnational ties in the Middle East
- about changing access to communications, production and consumption of media, the evolving political economy of telecommunications, policy issues, and the cultural registers of information technologies in the countries of the region and the Middle East overseas

[Jon W. Anderson](#) is Professor and Chair of the Anthropology Department at the Catholic University of America in Washington, DC, where he teaches about the Information Society, Anthropology of the Middle East, and Islam in the Modern World. He's author of *Arabizing the Internet* (1998), co-editor of *New Media in the Muslim World: The Emerging Public Sphere* (2003) and *Reformatting Politics: Information Technology and Global Civil Society* (2006), and has published numerous [articles and chapters](#) in journals and books.

[Dr. Thomas Barfield's](#) current research focuses on problems of political development in Afghanistan, particularly on systems of local governance and dispute resolution. He has also published extensively on contemporary and historic nomadic pastoral societies in Eurasia with a particular emphasis on politics and economy.

[Michael C. Hudson](#) is Seif Gobash Professor of Arab Studies and Professor of International Relations and Director of the Center for Contemporary Arab Studies at Georgetown University's Edmund A. Walsh School of Foreign Service. He edited and written numerous books, including *Middle East Dilemma: The Politics and Economics of Arab Integration* (1999), *The Palestinians: New Directions* (1990), *The Precarious Republic: Political Modernization in Lebanon* (1968, 1985), *Arab Politics: The Search for Legitimacy* (1977), and [chapters and articles](#) appearing in *Middle East Journal*, *Middle East Policy*, *International Affairs*, *Comparative Politics*, *Al-Mustaqbil al-‘Arabi*, and other scholarly journals.

Fotini Christia joined the MIT faculty in the fall of 2008. She received her PhD in Public Policy at Harvard University. Fotini has done extensive ethnographic, survey and experimental fieldwork on ethnicity, conflict, and development in divided societies with a focus on Afghanistan and Bosnia-Herzegovina. She is presently conducting research on collective action and violence in Yemen and on sectarianism in Iraq. Fotini is the author of *Alliance Formation in Civil War*, published by Cambridge University Press in 2012, which received the Luebbert Award for Best Book in Comparative Politics, the Leggold Prize for Best Book in International Relations and the Distinguished Book Award of the Ethnicity, Nationalism, and Migration Section of the International Studies Association. Her articles have been published in *Science*, in the *American Political Science Review*, and in *Comparative Politics* among other journals and her opinion pieces in *Foreign Affairs*, *The New York Times* and *The Washington Post*.

[The Middle East Review of International Affairs \(MERIA\) Journal](#) is the world's largest journal on the region, published quarterly by the Rubin Center with a global audience.

[Digital Islam](#) is a research project supported by the [Faculty of Arts](#) of [Charles University in Prague](#).

[American Institute for Afghanistan Studies](#): We are a private, non-profit organization run by scholars with the aim of promoting and encouraging the systematic study of the culture, society,

land, languages, health, peoples and history of Afghanistan. AIAS is especially concerned with increasing the numbers of scholars in the United States who have expertise in, and understanding of Afghanistan, and to assist in the rebuilding of academic institutions and the advanced study of Afghanistan by Afghan scholars.

[Anthony H. Cordesman](#) holds the Arleigh A. Burke Chair in Strategy at CSIS. During his time at CSIS, Cordesman has been director of the Gulf Net Assessment Project and the Gulf in Transition Study, as well as principal investigator of the CSIS Homeland Defense Project. He has led studies on national missile defense, asymmetric warfare and weapons of mass destruction, and critical infrastructure protection. He directed the CSIS Middle East Net Assessment Project and codirected the CSIS Strategic Energy Initiative. He is the author of a wide range of studies on U.S. security policy, energy policy, and Middle East policy and has served as a consultant to the Departments of State and Defense during the Afghan and Iraq wars. He served as part of General Stanley McChrystal's civilian advisory group during the formation of a new strategy in Afghanistan and has since acted as a consultant to various elements of the U.S. military and NATO. Current projects include ongoing analysis of the security situation in the Gulf, U.S. strategic competition with Iran, the conflicts in Syria and Iraq, a net assessment of the Indian Ocean region, Chinese military developments and U.S. and Asian assessments of these developments, changes in the nature of modern war, and assessments of U.S. defense strategy, programs, and budgets. (Many of these studies can be downloaded from the Burke Chair section of the CSIS website at <http://www.csis.org/program/burke-chair-strategy>.)

[The Center on Contemporary Conflict](#) is the research wing of the National Security Affairs Department at the Naval Postgraduate School. As the principal research wing of the Naval Postgraduate School's Department of National Security Affairs, the Center on Contemporary Conflict (CCC) contributes to the expansion of knowledge on critical security issues—especially current and emerging threats to U.S. national security and that of its allies—and is uniquely positioned to form a bridge between academia, policy makers, and military personnel.

Think-Tanks/NGOS

[Brookings: Pak](#)

[Middle East Institute: Pak](#)

[Middle East Institute: Af](#)

[CSIS: Af](#)

[CSIS: Pak](#)

[Institute for the Study of War: Afghanistan Project](#)

[The International Crisis Group \(ICG\)](#): South Asia Region: produces well-researched reports on political developments in Afghanistan.

[Middle East Media Research Institute \(MEMRI\)](#): explores the Middle East through the region's media. MEMRI aims to bridge the language gap which exists between the West and the Middle East, providing translations of Arabic, Persian, and Turkish media, as well as original analysis of political, ideological, intellectual, social, cultural, and religious trends in the Middle East.

[The Middle East Studies Association \(MESA\)](#) is a private, non-profit, non-political learned society that brings together scholars, educators and those interested in the study of the region from all over the world. MESA is primarily concerned with the area encompassing Iran, Turkey,

Afghanistan, Israel, Pakistan, and the countries of the Arab World from the seventh century to modern times.

Polling/Public Opinion Data:

[Middle Eastern Values Study \(MEVS\) Michigan](#)

Pew Research Center

[The World's Muslims: Religion, Politics, Society](#)

[Muslims and Islam: Key findings in the U.S. and around the world](#)

http://www.pewglobal.org/files/2014/08/PG-2014-08-27_Pakistan-FINAL.pdf

<http://www.mevs.org/findings>

Gallup [Pakistan](#)

Media:

[Dawn](#)

[The News International](#)

[Afghan Online Press \(Good Afghan News\)](#)

[Afghanistan Sun](#) (independent)

[Daily Outlook Afghanistan](#) (independent)

[Bakhtar News](#) (government)

[Al-Monitor, The Pulse of the Middle East](#)

[Al Arabiya News](#)

[Sabawoon](#)

[EurasiaNet](#)

[UN News Center \(region-specific\)](#)

[The Tribune](#)

[Daily Times](#)

[The Frontier Post](#)

Development & Human Rights:

[Human Rights Watch-Pak](#)

[Human Rights Watch-Af](#)

Other Resources:

Bibliography of honor and women in Pashto

<http://www.pashtunforums.com/creative-writing-research-37/honor-women-pashtun-society-bibliography-6986/>

Afghan study guide: <http://afghanistan.quaker.org/StudyGde.htm>

The best listing of recent books on Pakistan:

<http://www.oup.com.pk/shopdisplayproducts.asp?catid=37&parentID=3&cat=All+Subjects>